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AUTHOR	Branan, Alvord; Hergert, Michael
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ABSTRACT

The MEXUS program, a transnational, undergraduate, dual-degree program in the United States and Mexico, addresses the problem of how universities can better prepare students to manage business in an interdependent global marketplace. The program was initiated as a consortium of four institutions (San Diego State University and Southwestern College (California); and in Mexico, Centro de Ensenanza Technica y Superior and the Universidad Autonoma de Baja California). Students spend a minimum of two years studying in the United States and a minimum of two years studying in Mexico, receiving undergraduate degrees from both countries: a Bachelor of Arts in International Business and the Licenciatura en Negocios Internacionales. As of mid-1997, 120 students were enrolled, and five had already graduated. Report sections include a project overview, purpose, background and origins, project descriptions, evaluation of project results, and a summary. Extensive appended materials include publicity documents, student presentations, applications, curricula, advising guide, two evaluation reports, a curriculum design paper, minutes of an advisory council meeting on effective publicity, tests of ethnocentrism and oral proficiency, program agreements, and Chapter 12 of the North American Free Trade Agreement. (BF)

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San Diego State University
International Business Program
5500 Campanile Drive, BAM 427
San Diego, CA 92182-7734

Grant Number:

P116B30969

Project Dates:

Starting Date: September 1, 1993
Ending Date: November 30, 1996
Number of Months: 39

Project Directors:

Dr. Alvord Branan/Dr. Michael Hergert
MEXUS Program
San Diego State University, BAM-427
5500 Campanile Drive
San Diego, CA 92182-7734
Telephone: (619) 594-7297
fax: (619) 594-7738
abranan@mail.sdsu.edu
mhergert@mail.sdsu.edu
mexus@mail.sdsu.edu
http://rohan.sdsu.edu/dept/mexus

Program Officer: Charles Storey

Grant Award:	Year 1	$86,496
	Year 2	$85,980
	Year 3	$84,524
	Total	$257,000

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Telephone: (619) 594-7297
fax: (619) 594-7738
abranan@mail.sdsu.edu
mhergert@mail.sdsu.edu
mexus@mail.sdsu.edu
http://rohan.sdsu.edu/dept/mexus

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The Project Summary

The MEXUS Program is the first transnational, undergraduate, dual-degree program in the U.S. and Mexico. Students in this program spend a minimum of two years in the U.S. and a minimum of two years studying at a Mexican university and receive undergraduate degrees from both countries: the Bachelor of Arts in International Business and *the Licenciatura en Negocios Internacionales*.

The MEXUS program commenced in November 1993. As of spring 1997, MEXUS has reach all the goals outlined in the original FIPSE proposal:

- As of 1996/97, MEXUS has a total of 120 U.S. and Mexican students.
- In December 1996, MEXUS graduated its first two students.
- In May 1997, three additional students will graduate.

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Dr. Alvord Branan/Dr. Michael Hergert
MEXUS Program
San Diego State University, BAM-427
5500 Campanile Drive
San Diego, CA 92182-7734
Telephone: (619) 594-7297
fax: (619) 594-7738
abranan@mail.sdsu.edu
mhergert@mail.sdsu.edu
mexus@mail.sdsu.edu
http://rohan.sdsu.edu/dept/mexus

MEXUS PROGRAM
San Diego State University - BAM 427
5500 Campanile Drive
San Diego, CA 92182-7734
Teresa Cisneros Donahue (619) 594-7297

Executive Summary

A. Project Overview

The MEXUS Program is the first transnational, undergraduate, dual-degree program in the U.S. and Mexico. Students in this program spend a minimum of two years in the U.S. and a minimum of two years studying at a Mexican university and receive undergraduate degrees from both countries: the Bachelor of Arts in International Business and *the Licenciatura en Negocios Internacionales.*

The MEXUS Program was initiated as a consortium of four institutions of higher education: San Diego State University (SDSU), Southwestern College (SWC) in Chula Vista, California, the Centro de Enseñanza Técnica y Superior (CETYS) in Tijuana, Mexico, and the Universidad Autónoma de Baja California (UABC) also in Tijuana, Mexico.

As of spring 1997, MEXUS has reach all the goals outlined in the original FIPSE proposal. MEXUS has a total of 120 U.S. and Mexican students (the original objective in the program). In December 1996, MEXUS graduated its first two students. In May 1997, three additional students will graduate.

Selection criteria for the MEXUS students have been set high since the implementation of the program. As a result, the quality of students in the program is superior. The average MEXUS student graduates in the top 8% of her/his high school class with a 3.6 grade point average. This students typically scores 120 points higher on the SAT than the student body at SDSU and compiles an impressive 3.4 g.p.a.

B. Purpose

The MEXUS Program addressed the problem of how universities can better prepare students to manage business in an interdependent global marketplace, specifically the U.S.-Mexican Market.

International business programs around the U.S. have attempted to encourage study or internships abroad in order to provide a direct foreign experience. Although these programs are quite useful, they fall short of providing students with the in-depth experience necessary to assimilate a foreign culture and to acquire the skills needed for managing in the emerging world economy. The MEXUS Program, on the other hand, was designed to provide total immersion training in international business that will produce the kind of manager needed for the next phase of the business evolution.

Three years after the implementation of MEXUS, our understanding of the problem addressed in our original proposal, has not changed. On the contrary, the need for international managers has increased. Now, more than ever, we believe that the MEXUS program has become a model in international education of how to address this problem. Furthermore, we believe that the principle underlying the training of truly international managers should be more broadly disseminated. Hence the necessity to adapt the MEXUS concept in other disciplines.

One of the most important administrative pitfalls that should be avoided in order to ensure success in such a complex and ambitious endeavor, is to start oniy with one partner university abroad. We started our consortium with four partner institutions. Consequently, from an administrative point of view the program has become extraordinarily complex. In three years we have had to develop 11 different curricula!. Implementation is bordering on the overwhelming. All students must be carefully advised individually in order to ensure that they fulfill graduation requirements in a timely manner in both countries. In conclusion, more is most assuredly not always better. The lesson learned is a clear one. Limit any dual degree program to one partner per country.

C. Background and Origins

The four participating institutions in MEXUS were chosen for different reasons. All four are located within a 15 mile radius, thus facilitating implementation of the program during the initial years. Second, all four schools are members of large academic networks and could ultimately provide access for MEXUS to an enormous pool of students, making the potential impact of MEXUS in other postsecondary settings far reaching.

The MEXUS Program was built upon existing relationships among the four campuses, as well as among their affiliated system schools. Extensive groundwork had already been laid to implement MEXUS when the FIPSE grant was awarded. Administrative support had been obtained; an agreement had already been signed; and a tentative curriculum had been developed.

The FIPSE funds were used to establish a program office at SDSU to administer the MEXUS Program which included finalizing the consortium agreement, establishing the curriculum, selecting students, and on-going program administration.

The greatest challenge posed by the MEXUS Program has been the coordination of systems across an exceptionally diverse set of institutions. The consortium participants span a multitude of continua from Mexico to the United States, from public to private institutions, and from two-year to four-year colleges. Bridging the differences inherent in this diversity has been an enormous task. Many long standing organizational policies at all four partner institutions had to be changed for the project to be undertaken.

There were specific institutional issues that were critical in the implementation of the MEXUS Program. At SWC they ranged from the maintenance of students' financial aid during their period of study in Mexico to tuition policy; at UABC the development of a new degree program in International Business at the same time as the MEXUS Program was being implemented; at CETYS the nature of the degree that they will award to U.S. MEXUS students; and finally, at SDSU there were issues related to financial aid and questions that arose among faculty and administrators regarding the propriety of granting two degrees for the same body of course work.

D. Project Descriptions

In order to respond to the problem described in **Section B: Purpose** and to train the bilingual, bi-cultural global manager of the 21st century, the MEXUS Program took the following approaches:

1. created a bi-national, undergraduate, international business curriculum which integrates business, foreign language and regional/cultural studies;
2. founded a program which allows Mexican and United States students to satisfy degree requirements for both the Bachelor of Arts in International Business and the *Licenciatura en Negocios Internacionales* simultaneously, and
3. structured the bi-national degree program so that students may study and live in Mexico and the United States a minimum of two years each, and complete an internship the end of the second year in the host country.

E. Evaluation/Project Results:

As described earlier, the mission and long-term goal of MEXUS is to prepare students better for managing businesses in an increasingly interdependent global marketplace. In more concrete terms, the specific short-term goals of the MEXUS Program are to improve the quality of international business training by 1) reducing the ethnocentrism and increasing the cross-cultural sensitivity of American students, and 2) improving the language skills of students participating in the program beyond the level of proficiency attainable at the home campus.

The reduction in ethnocentrism is being assessed using the Rokeach Cultural Values Profile Instrument. The language skills of the participants in the MEXUS Program have been tested using the Visual-Oral Communication Instrument (VOCI), and the Oral Proficiency Interview (OPI).

The MEXUS Program has been institutionalized at all partner universities and is expanding the dual-degree concept to other countries and to other disciplines. We are in the process of selecting the first students who will inaugurate the MEXUS/Women's Studies program in fall 1997. Students will receive both the Bachelor of Arts in Women's Studies from SDSU and the *Licenciatura* in *Sociologia* or *Economia* from UABC.

F. Summary and Conclusions:

The MEXUS Program has achieved what others have dismissed as impossible. Without the significant support that FIPSE provided, the MEXUS accomplishments may never have been made. It is clear to us that, if we had to begin again, we would proceed much in the same way, i.e., we would commence the program with a clear but general notion of what we wanted to accomplish. We would not, however, attempt to answer every question and solve every problem in advance. This, we believe, is a sure fire formula for stasis. With students selected and the program running, solutions to problems had to be found as they arose. MEXUS, we believe, can serve not only as a model program but a model concept in international education which can better prepare students to face the demands for true "citizens of the world".

A. Project Overview

The MEXUS Program is the first transnational, undergraduate, dual-degree program in the U.S. and Mexico. Students in this program spend a minimum of two years in the U.S. and a minimum of two years studying at a Mexican university and receive undergraduate degrees from both countries: the Bachelor of Arts in International Business and *the Licenciatura en Negocios Internacionales*.

The MEXUS Program was initiated as a consortium of four institutions of higher education: San Diego State University (SDSU), Southwestern College (SWC) in Chula Vista, California, the Centro de Enseñanza Técnica y Superior (CETYS) in Tijuana, Mexico, and the Universidad Autónoma de Baja California (UABC) also in Tijuana, Mexico.

The MEXUS program commenced in November of 1993 with the selection of the Program Coordinator, followed by the selection of eight students from the U.S. and 10 students from Mexico during spring 1994.

As of spring 1997, MEXUS has reach all the goals outlined in the original FIPSE proposal. MEXUS has a total of 120 U.S. and Mexican students (the original objective in the program). In December 1996, MEXUS graduated its first two students. In May 1997, three additional students will graduate.

Selection criteria for the MEXUS students have been set high since the implementation of the program. As a result, the quality of students in the program is most impressive (see table below.)

U.S. MEXUS Student Profile			
Gender	Female: 62%		Male: 38%
Average Age	20		Range: 17 to 31
Ethnicity	Anglo: 12%	Latino: 73%	Anglo-Latino: 15%
Average High School GPA	3.6		(4.32 highest)
Average High School Class Standing	Top 8%		
Average SAT Scores	120 points higher than SDSU average		(1240 highest)
Average GPA (MEXUS)	3.4		(4.0 highest)
Average GPA (SDSU)	2.64		
Total Number of Students	120		

B. Purpose

The MEXUS Program addressed the problem of how universities can better prepare students to manage business in an interdependent global marketplace, specifically the U.S.-Mexican Market.

Business education has evolved along lines that parallel the evolution in U.S. business. There have been four distinct stages in that evolution. U.S. business have evolved from near total dependence upon the domestic market to, first, reliance upon exports as a significant source of growth; then to the establishment of international divisions within U.S. based companies; third, to foreign direct investment and joint ventures; and finally to the position that the entire world must be viewed as a single market.

Early business education stressed domestic operations and technical skills. As business became more international, new courses were developed to train students in International Marketing, International Finance, and International Management. However, these students rarely had direct experience abroad and tended to view international business from a very "American" perspective. More recently, international business programs around the U.S. have attempted to encourage study or internships abroad in order to provide a direct foreign experience. Although these program are quite useful, they fall short of providing students with the in-depth experience necessary to assimilate a foreign culture and to acquire the skills needed for managing in the emerging world economy. The MEXUS Program, on the other hand, was designed to provide total immersion training in international business that will produce the kind of manager needed for the next phase of the business evolution.

Three years after the implementation of MEXUS, our understanding of the problem addressed in our original proposal, has not changed. On the contrary, the need for international managers has increased. Now, more than ever, we believe that the MEXUS program has become a model in international education of how to address this problem. Furthermore, we believe that the principle underlying the training of truly international managers should be more broadly disseminated. Hence the necessity to adapt the MEXUS concept in other disciplines. The world needs international educators, international health care providers, international lawyers, international engineers, international sociologists, etc. For international business majors, MEXUS, we believe, is just the tip of the iceberg of what the future holds for internationalized education in the U.S.

One of the administrative pitfalls that should be avoided in order to ensure success in such a complex and ambitious endeavor, is to start with only one partner university abroad. For political reasons, we started our consortium with four partner institutions

Before MEXUS, SDSU had had a history of good relationships with CETYS and UABC. Since we did not want to jeopardize these relationships by choosing only one partner, we invited both.

SWC entered into the partnership because we thought that it would take less time for MEXUS students to complete the State of California mandated General Education (GE) requirements at a local community college. We were right. Mexican students may receive credit by examination at SWC for a biology and laboratory class, and they take one less class in the area of humanities. Overall, Mexican MEXUS students who complete their state mandated GE requirements at SWC take seven fewer units.

From an administrative point of view the program has become extraordinarily complex. In three years we have had to develop 11 different curricula! Every time a partner institution makes a change in its curriculum, as was the case with both CETYS and UABC, this has to be reflected in the programs of new students. Hence we have a separate curriculum plan for Classes I, II and III for SDSU students who attend CETYS, and a different plan for Class IV. We also have a curriculum plan for Classes I, II and III for SWC students who attend CETYS before enrolling at SDSU, and a different plan for Class IV. There is a very different curriculum plan for Classes I, II and III for CETYS students who attend SDSU only and, of course, a significant variation of that plan for students who attend both SWC and SDSU. Because of the aforementioned changes in the Mexican curriculum which occur perforce every three years, there are additional plans for CETYS Class IV who attend SDSU only, for CETYS Class IV who attend both SWC and SDSU. If this explanation appears confusing, then we have succeeded in conveying the reality of the situation. It is bordering on the overwhelming. All students must be carefully advised individually in order to ensure that they fulfill graduation requirements in a timely manner in both countries. In conclusion, more is most assuredly not always better. The lesson learned is a clear one. Limit any dual degree program to one partner per country.

C. Background and Origins

The four participating institutions in MEXUS were chosen for different reasons. All four are located within a 15 mile radius, thus facilitating implementation of the program during the initial years. Second, all four schools are members of large academic networks and could ultimately provide access for MEXUS to an enormous pool of students, making the potential impact of MEXUS in other postsecondary settings far reaching.

SDSU is part of the 21 campus California State University system, which enrolls approximately 370,000 students per year. SWC is part of the California Community College system, which over 100 campuses throughout the state. Since academic requirements are articulated across campuses and course credits automatically transfer, the dissemination of MEXUS to a vast student population is readily attainable. CETYS was one of the founding institutions of the Federación de Instituciones Mexicanas Privadas de Educación Superios (FIMPES), a national network of prestigious private universities. UABC is part of the State of Baja California University System.

The MEXUS Program was built upon existing relationships among the four campuses, as well as among their affiliated system schools. Extensive groundwork had already been laid when the FIPSE grant was awarded. Administrative support had been obtained from senior officials from all four campuses, as well as from the California State University system central administration. An agreement had already been signed among SDSU, UABC, and CETYS to allow students to take courses at the host campuses. A series of meetings among representatives from the four campuses had resulted in a tentative curriculum which would allow students to satisfy all degree requirements at participating institutions.

The FIPSE funds were used to establish a program office at SDSU to administer the MEXUS Program which included finalizing the consortium agreement, establishing the curriculum, selecting students, and on-going program administration. Without the establishment of this office, the program would have failed. The SDSU MEXUS Coordinator, who was born and raised in Mexico but who is now a U.S. citizen, became, for all practical purposes, the overall coordinator of the project for all four institutions, U.S. and Mexican.

The greatest challenge posed by the MEXUS Program has been the coordination of systems across an exceptionally diverse set of institutions. The consortium participants span a multitude of continua from Mexico to the United States, from public to private institutions, and from two-year to four-year colleges. Bridging the differences inherent in this diversity has been an enormous task. Differences across socio-economic and academic culture, across federal and state educational requirements in each country, across administrative procedures, and across institutional objectives and missions all have enormous impact on numerous large and small details of the program. Many long standing organizational policies at all four partner institutions had to be changed for the project to be undertaken.

Specific Institutional Issues

1. Southwestern College of Chula Vista: A critical issue in the implementation of the MEXUS Program at SWC was the maintenance of students' financial aid during their period of study in Mexico. One student who had been selected for the MEXUS Program Class I was forced to withdraw when no arrangement could be found to sustain financial support. Financial aid at SWC is tied to enrollment in classes, and when enrolled in Mexico, a student is ineligible to receive these funds. Since SWC has no history of international exchange programs, a mechanism for documenting registration on the home campus while attending classes abroad had not been devised. This situation still maintains today. The solution has been to accept SWC students at SDSU prior to commencing their Mexican studies, however, this action requires very early lead times.

Tuition policy at SWC became another critical issue during the first year of implementation. The original MEXUS concept proposed that each institution's tuition be waived. That is, each student would pay tuition at their "home" institution only. However, this was not possible at SWC. The SWC's Board of Regents demonstrated strong institutional support for the program by approving "in-state" tuition rates for the MEXUS students. Consequently, the Mexican students were paying tuition at both their home institution and at SWC during their studies there. While SWC "in-state" tuition rates are very low, the current economic conditions in Mexico made the dual tuition payment a burden for most Mexican students. In 1997, CETYS and UABC will commence waiving their students' tuition at home while they attend their host institution.

2. Universidad Autónoma de Baja California: The key concern of UABC related to the development of its degree program in International Business. The simultaneous institution of a new degree program along with the MEXUS Program was a significant challenge for UABC, taxing both academic and administrative resources.

UABC had to create new classes specially designed to satisfy requirements for the newly developed International Business program (the degree program that will be taken by MEXUS students). When U.S. MEXUS Class I (two students) attended UABC for the first time during fall 1994 , two of the classes scheduled to be taken in that semester were not available. UABC opened these classes for these two students only. In addition, these students had to take other classes that were similar in content but not the exact class that was scheduled in the original program.

Now, MEXUS students are fully integrated with UABC's local International Business program. They take by far most of their classes with regular UABC students.

3. Centro de Enseñanza Técnica y Superior: Unlike UABC, CETYS had fully developed its International Business program, and there was no problem with the availability of classes. The issue with CETYS is the diploma that they will award to U.S. MEXUS students. CETYS is a well-established and well-regarded private institution in Tijuana. However, this school does not enjoy the "autonomous" status that UABC does.

Consequently, CETYS can not issue the *Titulo* degree recognized by the Minister of Education in Mexico (the equivalent of a professional degree in the U.S.) to the U.S. students or to any non citizen of Mexico. MEXUS students will receive a certified diploma issued and recognized by CETYS only.

The lack of a *titulo* will pose no problem for these students since the *titulo* is not necessary for International Business majors in Mexico. However, the lack of a *titulo* would represent a problem in the "professions" such as law, engineering, medicine and accountancy.

4. San Diego State University: Financial aid became an issue for the newly selected MEXUS students. No mechanism existed to give financial aid to students while they were studying abroad for more than one year. After extensive review of the financial aid guidelines, the Director of Financial Aid at SDSU suggested that the Vice-President for Academic Affairs send a letter to the Western Association of Schools and Colleges (WASC) with a full description of MEXUS' curricula and a petition to approve the additional year of financial aid for participating students. After several months, the petition was approved and now our students are able to receive financial aid during their two years abroad.

Fundamental philosophical questions arose among faculty and administrators at SDSU regarding the propriety of granting two degrees for the same body of course work. This concern is very likely to be raised at other U.S. institutions which attempt to institute a similar program. The topic was addressed and debated by the faculty and administration at various levels. Investigation of the European ERASMUS and SOCRATES models provided a historical context for the discussions. The MEXUS Program ultimately achieved wide-spread acceptance based on four points: 1) that the degrees represent the same level of achievement, and thus are better considered as "duplicate" not "additional"; 2) that substantial foreign language skill beyond that required in a regular degree program is required for participation; 3) that MEXUS duplicate degrees require more academic credit than either degree independently; and, 4) that students could in theory complete the duplicate degrees independently and without the knowledge of either institution.

D. Project Descriptions

In order to respond to the problem described in **Section B: Purpose** and to train the bilingual, bi-cultural global manager of the 21st century, the MEXUS Program took the following approaches:

1. created a bi-national, undergraduate, international business curriculum which integrates business, foreign language and regional/cultural studies;
2. founded a program which allows Mexican and United States students to satisfy degree requirements for both the Bachelor of Arts in International Business and the Licenciatura en Negocios Internacionales simultaneously, and
3. structured the bi-national degree program so that students may study and live in Mexico and the United States a minimum of two years each, and complete an internship the end of the second year in the host country.

E. Evaluation/Project Results:

As described earlier, the mission and long-term goal of MEXUS is to prepare students better for managing businesses in an increasingly interdependent global marketplace. This is a useful concept for the MEXUS program's ultimate objective, but requires more clarity and specificity to serve as the basis for evaluation. In more concrete terms, the specific short-term goals of the MEXUS Program are to improve the quality of international business training by 1) reducing the ethnocentrism and increasing the cross-cultural sensitivity of American students, and 2) improving the language skills of students precipitating in the program beyond the level of proficiency attainable at the home campus.

The reduction in ethnocentrism is being assessed using the Rokeach Cultural Values Profile Instrument. A pretest and post-test of MEXUS participants has been performed.

The language skills of the participants in the MEXUS Program have been tested using the Visual-Oral Communication Instrument (VOCI), and the Oral Proficiency Interview (OPI) before they start their studies in Mexico and just prior to graduation.

The MEXUS Program has been institutionalized at all partner universities. The position of the MEXUS Program Coordinator at SDSU has become a full-time permanent university position and has been expanded to become the Dual Degree Coordinator (DDC) for the College of Arts and Letters. One of the responsibilities of the DDC is to continue the coordination of MEXUS, but also to expand the dual-degree concept to other countries and to other disciplines.

The International Business program has been working for the past year and a half with EPSI, a university in France, on the development of a similar dual-degree program. Likewise plans exist to begin working with Spain and Germany in the development of a dual-degree programs.

The DDC is also in the process of selecting the first students who will inaugurate the MEXUS/Women's Studies program in fall 1997. The partner universities in this endeavor are SDSU and UABC. Students in this program will spend half of their studies in Mexico, half in the U.S. and will receive both the Bachelor of Arts in Women's Studies from SDSU and the Licenciatura in Sociología or Economía from UABC.

F. Summary and Conclusions:

The MEXUS Program has achieved what others have dismissed as impossible. Without the significant support that FIPSE provided, the MEXUS accomplishments may never have been made. It is clear to us that, if we had to begin again, we would proceed much in the same way, i.e., we would commence the program with a clear but general notion of what we wanted to accomplish. We would not, however, attempt to answer every question and solve every problem in advance. This, we believe, is a sure fire formula for stasis. With students selected and the program running, solutions to problems had to be found as they arose.

MEXUS, we believe, can serve not only as a model program but a model concept in international education which can prepare better students to face the demands for true "citizens of the world".

Appendices:

Information for FIPSE:

(1) What forms of assistance from FIPSE were helpful to you? How can FIPSE more effectively work with projects?

FIPSE was very helpful by allowing us to postpone certain grant activities until after a full and serious search for a coordinator had been conducted; and again by allowing us a corresponding extension at the end of the grant period.

(2) *What should the FIPSE staff consider in reviewing future proposals in your area of interest?*

There should probably be a recognition of the fact that some proposals tend to be too ambitious and involve too many partners especially those involving partnership abroad. While attractive on papers, these more ambitious proposals may have less chance of true success.

What are emerging new directions?

There exists a provision of the North American Free Trade Agreement (NAFTA) regarding professional services and the mobility of professionals within the signatory countries [see appendix S]. However, the agreement does not specify how this mobility is to take place. There has been great concern on the part of professionals among the NAFTA partners regarding the recognition and reciprocity of professional accreditation. A mechanism must be devised to address and resolve this urgent matter. It is appropriate that FIPSE encourage and support projects that establish and expand the information base necessary for the equitable resolution of this important issue. Projects such as MEXUS could serve as an exemplar of such programs.

What are key considerations, given your type of project?

Modest scope; great depth

(3) Other comments.

The strength of the FIPSE program is that it is not prescriptive. It has allowed us not only to think big but to dream big. When FIPSE "bought into" our dream, your afforded external validation of its legitimacy, thereby literally allowing MEXUS to happen. Perhaps FIPSE would consider creating an ERASMUS/SOCRATES like program for the Americas, using European Union and perhaps MEXUS representatives as consultants. Thereby expanding the principles that underlie NAFTA beyond the realm of the economy in the realm of truly internationalized education.

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Part A.

Publicity

SDSU, Baja school open new window on world

By GREGORY GROSS
Staff Writer

TIJUANA — A working agreement with San Diego State University is linking a small private college here with its huge state-run American counterpart, and with institutions of higher learning around the world.

The pact formally inaugurates a series of joint efforts between San Diego State and CETYS — the Center for Technical and Higher Studies. It was signed by the leaders of the two schools, SDSU President Thomas B. Day and CETYS Rector Alfonso Marin Jiménez, in a brief ceremony in the CETYS campus library Thursday.

"This is a new kind of interaction between our institutions," Day said. "It's very difficult to do across borders. We're demonstrating that we can work together, and make it work."

The agreement formally ushers the two institutions into a growing network of high-level, high-profile efforts connecting colleges, students and teachers in Mexico and the United States.

"We are seeking alliances of friendship (with other institutions)," Marin said.

Founded in 1972, CETYS is a combination high school and college with 3,100 students on campuses in Tijuana, Ensenada and Mexicali. The main campus in Tijuana serves about 1,000 students, about 800 of whom are university students.

The Tijuana campus, situated in the hills 10 miles southeast of downtown, has developed a reputation for high academic standards.

High school students from San Diego County who have transferred to CETYS frequently have had to drop back a grade because its curriculum was more advanced.

Day said the agreement would be very much a two-way street.

"We will try to share information on teaching techniques between the faculties in both institutions and the management problems of both institutions — budgets and things like that," he said.

"Every time we come together, we have new ideas," said SDSU's Frank Medeiros, vice president for academic affairs.

A major feature of the joint effort is a binational degree program, which leads to a bachelor of arts degree in international business at SDSU and a *licencia* in the same field at CETYS. The program is unique because of the way the courses are balanced between the two schools.

Instead of having as much as 80 percent of the program taught at one university and 20 at the other, half of the classes required for the program will be offered at

See CETYS on Page B-7

CETYS

New ties will benefit San Diego State, too

Continued from Page B-1

both SDSU and CETYS, allowing students to choose at which campus to take the class.

When completed, the student would have both degrees from both institutions. Students enrolled at one campus pay no extra fees to take the classes at the other. CETYS has no out-of-state student tuitions; SDSU waives its fees for CETYS students in the program.

"We believe this program may be unique in the world, at least at the undergraduate level," said engineer Rodrigo Gutiérres of CETYS' School of Engineering.

Having begun the binational program effort in business, Day said he would like to see similar programs in other fields.

"We would like to see it in engineering, in public health and nursing," he said.

Even more far-reaching — literally — than the binational degree program is BESTNET, a telecommunications link that lets San Diego State and CETYS students and faculty talk with one another, or with academicians around the world, by computer.

Gutiérrez was heavily involved in the development of BESTNET, which stands for Bilingual English and Spanish Telecommunications Network.

BESTNET is in reality a "node" of a much larger telecommunications network known as INTERNET, which links students, professors and others via computer throughout much of the world.

Operating in a manner very similar to electronic bulletin boards common among computer users and hobbyists in this country, BESTNET participants can exchange electronic mail with one another or take part in group discussions.

They also can engage in live electronic "chats," with one user typing messages to the other and reading the incoming messages on his computer monitor as they are being typed.

Gutiérrez demonstrated the system for guests, showing "e-mail" that the Tijuana school had received from colleagues in Linz, Austria, and Prague, Czechoslovakia.

One of the uses planned for BESTNET is to connect the executive directors of Tijuana's maquiladora assembly plants with U.S. and Mexican business leaders and teachers in electronic conferences to develop training and other programs for employees at the plants, many of which are American-owned.

"We will have information for setting up programs for workers and managers in the *maquilas*," Day said.

In addition to BESTNET, Day said the SDSU campus also serves as a doorway to other programs on other university campuses, including the supercomputer program at the University of California San Diego.

Asked if CETYS students might gain access to the supercomputer program via San Diego State, Day replied:

"I think that's a possibility."

el mexicano
GRAN DIARIO REGIONAL
Tijuana, B.C., Viernes 11 de Diciembre de 1992

T UANA.- El Cetys y la SDUS firmaron un convenio que les per- e estar comunicados, vía tecnología computacional, con nue- universidades de Estados Unidos y tener acceso a información de medio millón de instituciones conectadas a ese sistema en todo el mundo. (Fotocolor: Rufino LUNA).

Tecnología Computacional

Convenio del Cetys y San Diego State University

Alberto SARMIENTO REYES/EL MEXICANO

TIJUANA.- El Centro de Enseñanza Técnica y Superior (Cetys) y an Diego State University (SDSU), firmaron ayer un convenio de c boración, que les permite, al igual que nueve instituciones educativas de Estados Unidos, estar "en contacto –vía tecnología computacional–

☞ (PASA A LA PAGINA 4)

Convenio del Cetys y San Diego State University

(Viene de la Primera Página)

con todo el mundo".

Alfonso Marín Jiménez, rector del Cetys, y Thomas B. Day, rector de la SDSU, coincidieron en la necesidad de establecer una vinculación académica cada día más amplia entre ambas instituciones y, en ese marco, formalizaron también el convenio que permitirá establecer una "carrera binacional" en Negocios Internacionales.

Este proyecto –que es ya una realidad–, explicaron, permitirá a estudiantes de ambas instituciones cursar la licenciatura en Negocios Internacionales en el Cetys y la SDSU, ya que las dos tienen en común el 50 por ciento de las asignaturas, y los alumnos podrán optar por cursar el resto de las materias en Tijuana o San Diego.

Respecto al convenio de colaboración vía computación que se firmó, éste consiste en la puesta en operación de un sistema de telecomunicaciones llamado BESTNET, mediante vía telefónica privada, que une las computadoras de ambas instituciones, mismo que surge como resultado del impulso de diversos programas que se han venido realizando con éxito durante dos años.

Este sistema BESTNET (Binational Englis and Spanish Telecommunications Network), no sólo une al Cetys y SDSU, sino a siete universidades más del sur-oeste de Estados Unidos. Es el primer sistema binacional de enlace telefónico entre computadoras.

A través del sistema ya se han impartido cursos binacionales e inter-universitarios. Del convenio anunciado, dió a conocer los avances de la primera Licenciatura Binacional en Negocios Internacionales; esta licenciatura es el resultado de un programa de intercambio estudiantil que se ha realizado durante más de un año entre ambas instituciones.

Marín Jiménez destacó que el convenio forma parte de los esfuerzos a que está obligado nuestro país antes y después de la firma del Tratado de Libre Comercio, y destacó que el Cetys y la SDSU tienen ya dos décadas de relaciones de amistad e intercambio académico.

Signaron convenio CETYS y UCSD

HORACIO RENTERIA

TIJUANA.- Autoridades de la Universidad Estatal de San Diego UCSD) y el Centro de Enseñanza Técnica y Superior (CETYS) de Tijuana, firmaron ayer un convenio por medio del cual podrán acceder a la información científica y especializada que manejan otras universidades a nivel mundial.

Thomas B. Day y Alfonso Marín Jiménez, directores de ambas instituciones signaron el acuerdo que fue calificado como trascendente, el primero de esta naturaleza -de índole binacional- que se signa entre una institución pública estadunidense y una privada, como es el caso del CETYS.

De acuerdo con el doctor Fernando León, director de Planeación y Avance Institucional a nivel estatal, este tipo de convenios abonan el terreno para que al firmarse el Tratado de Libre Comercio entre los países del norte de América (TLC), ya exista un grado "de cultura de la calidad de la competividad" entre las instituciones educativas de México y Estados Unidos.

Por su parte, el director del CETYS externó que con la operación del sistema de información denominado BESNET, se dispone de "un instrumento multiplicador, de enorme potencial y que será muy útil para las cientos de maquiladoras que en la actualidad requieren de ese certificado de acreditación, y que pudieran aportar sus experiencias, estándares, recursos humanos y laboratorios, para integrarnos".

Indicó que con base a los convenios de colaboración que ha signado este centro de estudios amplía sus horizontes y dijo que esta institución está abierta a explorar nuevas posibilidades y contribuir con el desarrollo regional, y este otro de los propósitos medulares del convenio que se signó ayer.

El doctor Thomas Day recordó por su lado que este tipo de convenios por parte de la UCSD ya lo tiene desde hace tiempo con otras instituciones de educación como el Colegio de la Frontera y la Universidad Autónoma de Baja California, pero es la primera ocasión que lo hacen con una institución educativa de carácter privado.

8 El Nacional
Viernes 11 de diciembre de 199-

UCSD-CETYS

Suscriben convenio de intercambio académico

(Página 8)

Más dificultades por recorte del presupuesto federal: Thomas Day

Insuficientes los ingresos en California para cubrir demanda del sector educativo

HORACIO RENTERIA

TIJUANA.- El recorte en el presupuesto destinado a educación en el estado de California no podrá atenuarse en 1993, pues la economía se encuentra en franca recesión y el gobierno se verá en la necesidad de incrementar los impuestos. Ello lo consideró ayer el doctor Thomas Day, director de la Universidad de California en San Diego (UCSD), quien consideró que no sólo en el plano de la educación elemental sino en otros servicios que presta el estado se han dado fuertes reducciones presupuestales.

Reconoció en este sentido que también en los niveles de educación superior ha causado un fuerte impacto.

Indicó que esta reducción presupuestal se ha visto reflejado en muchos servicios, "y el sector educativo no es la excepción".

Estamos ante una situación muy difícil para la gente que vive en el estado de California, pues necesitamos de los servicios educativos y de los demás servicios públicos, pero los ingresos que se generan vía impuestos son insuficientes para cubrir la demanda, porque la economía se encuentra vulnerable", afirmó el doctor Day.

El funcionario educativo sandieguino, quien asistió al CETYS de Tijuana para firmar el convenio con el que se puso en marcha un sistema mundial de telecomunicaciones entre esa institución y la UCSD, adelantó que en los próximos seis meses o un año, aumentarán las dificultades, por los recortes que se anticipan en el presupuesto federal y la imposibilidad de recuperación de la economía interna, al menos en el corto plazo.

Señaló Thomas Day que será sin embargo hasta que se determine el presupuesto del año entrante, cuando se podrá saber qué niveles educativos saldrán afectados, pero reconoció que los recursos que se destinan a la educación elemental "son bajos e insuficientes"

THOMAS DAY, director de la Universidad de California en San Diego. (Foto: Juan Manuel Ramírez)

36 El Nacional
Viernes 11 de diciembre de 1992

ABRIL 1994
NUMERO 82

AMERICA M.R.
ECONOMIA
LA REVISTA DE NEGOCIOS DE AMERICA LATINA

Argentina	$ 8
Bolivia	US$ 8
Brasil	US$ 8
Chile	$ 2.880
Recargo flete regiones:	
I, II, XI y XII	$ 40
Colombia	$ 5.500
Costa Rica	C 950
Ecuador	Scr. 16.400
El Salvador	US$ 8
Guatemala	US$ 8
México	N$ 20
Panamá	US$ 8
Paraguay	G 12.820
Peru	US$ 8
Uruguay	US$ 8
Venezuela	Bs. 645

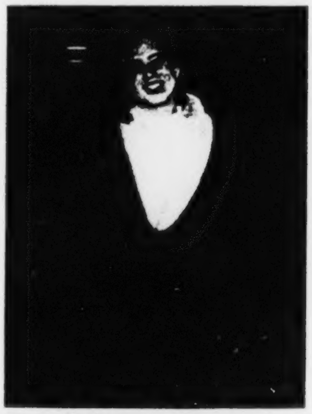
MOVIMIENTOS

A estudiar... gerencia internacional

A los 20 años de edad, Marcela Carrera estudia administración en una universidad de Tijuana. Y sabe que al entrar al mercado del trabajo, las cosas serán difíciles para quienes no hablen un segundo idioma ni sepan actuar en una cultura que no es la propia.

Esa visión, más su alto rendimiento académico, convirtieron a Marcela en candidata ideal para un nuevo programa de estudios universitarios que forma especialistas en negocios entre México y Estados Unidos.

Se trata del programa Mexus, fruto de una asociación entre San Diego State University (SDSU) de Estados Unidos, la Universidad Autónoma de Baja California (UABC) y el Centro de Enseñanza Técnica y Superior de Tijuana (Cetys), con el objetivo de crear una nueva generación de administradores que sean realmente binacionales.



Marcela Carrera: nueva generación en los negocios.

"Los nuevos gerentes no sólo deben entender los conceptos básicos de cómo hacer negocios", observa Michael Hergert, uno de los directores del programa Mexus en SDSU, "sino también que comprendan la política, la realidad económica y el contexto social de los dos países, que aprendan un segundo idioma y que se sientan cómodos haciendo negocios en cualquier lado de la frontera".

La verdad es que SDSU ha sido pionera en esta área dentro de Estados Unidos. Su carrera de Negocios Internacionales fue creada en 1989 y es hoy la más grande del país, con 770 alumnos. La mitad de ellos se concentra en estudios de comercio y negocios con America Latina y el resto se reparte en los programas enfocados hacia Asia y Europa.

El gran éxito de la nueva carrera llevó a los directivos de SDSU a dar un paso más, creando el programa Mexus junto con las dos universidades mexicanas.

Aunque el Mexus pudiera parecer un resultado inmediato del Tratado de Libre Comercio (TLC), Hergert destaca que el diseño del programa empezó hace más de dos años, a partir de la creciente integración económica entre México y Estados Unidos, particularmente visible en la frontera.

Los alumnos –diez de Estados Unidos y diez de México– que entraron a clases en septiembre pasado inaugurando el programa Mexus, han iniciado también una nueva etapa en el sistema de educación superior de ambos países. Al final de cuatro años, los egresados obtendrán dos grados académicos por sus estudios: uno mexicano y otro estadounidense. Todos los alumnos deberán pasar dos años de estudios en SDSU y los otros dos años en Cetys o UABC, las universidades mexicanas que ofrecen el programa Mexus. Y como ventaja adicional, los alumnos deberán pagar sólo una colegiatura: aquella de la universidad a través de la cual ingresaron al programa. "Yo creo que hay una diferencia enorme entre estar en una clase escuchando sobre otro país", dice Marcela Carrera, alumna de Cetys inscrita en Mexus, "y vivir en ese otro país, con otro idioma y estilos diferentes de trabajo".

(Ivani Vassoler, San Diego y Tijuana)

¡MEXICO!

August/September 1994 Business and Life **Volume 1 No. 4**

"The MEXUS program is an exciting new approach to training the next generation of managers. Graduates of this program will be extremely well prepared to become business leaders in the globalized marketplace of the future."

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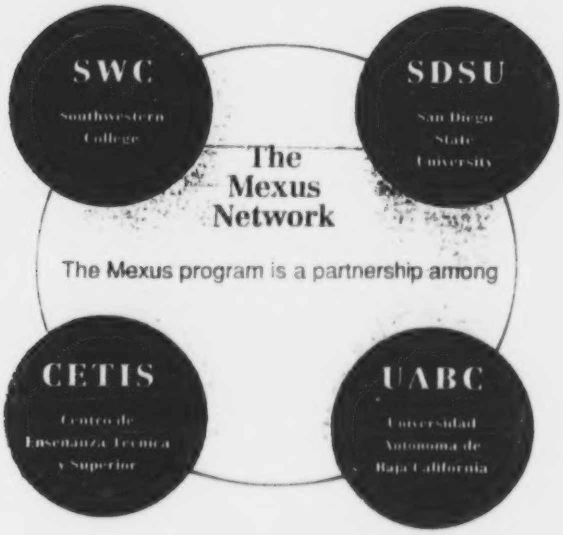
SWC
Southwestern College
SDSU
San Diego State University
The Mexus Network
The Mexus program is a partnership among
CETIS
Centro de Enseñanza Tecnica y Superior
UABC
Universidad Autonoma de Baja California

Preparing for Business Without Borders...The MEXUS Program

The Challenge

To be successful in the increasingly globalized world marketplace, managers must have skills in the language and culture of our trading partners as well as the traditional business functions. This is particularly true in the era of NAFTA which will create even greater North American interdependence in the future. How can managers prepare for Business Without Borders?

The Response

MEXUS is the first binational undergraduate dual degree program in the U.S. that will provide students with the skills they need to succeed in a globalized marketplace. Students spend two years studying in the U.S. plus two years studying in Mexico and receive university degrees from both nations. The Bachelor of Arts in International Business and the Licenciatura en Negocios Internacionales

For More Information Please Contact
Teresa Cisneros Donahoe MEXUS Program Coordinator
619-594-7297

Groups trying to dissolve borders for philanthropy

RECEIVED
NOV 1 8 1993

Chamber urges forming infrastructure authority

International Business

Penni Crabtree
Staff Reporter

Charity may begin at home, but a group of charitable grant-making foundations from the United States and Mexico want to expand the definition of "home" along the border to embrace both countries.

About 30 national and regional leaders in the non-profit sector gathered in Tijuana last week in a precedent-setting meeting on cross-border philanthropy. It was the first of three conferences scheduled to devise ways that charitable groups can work jointly to solve poverty, environmental and health problems along the border.

Another conference will be hosted along the Texas border early next year, and a final meeting will be held in late 1994 in Monterrey, Mexico.

John Ramsey, executive director of the San Diego Community Foundation, said the meeting marked the first time "meaningful contact" has occurred between national and regional philanthropic groups along the border.

"There is increasing world recognition that philanthropy has no border," said Ramsey, whose foundation cosponsored the event with the Colegio de la Frontera Norte. "Issues of clean air and water, sewage disposal, infectious diseases, don't remain confined to one side of the border or another."

Conference participants want to devise a "joint framework" for targeting resources and identifying areas in which charitable groups can work together, said Ramsey. One major difference to overcome is the lack of a foundation-type framework in Mexico, where charitable resources are usually drawn from churches or individuals.

"Mexico hasn't developed philanthropy in any way remotely like the United States, they don't have foundations as such," said Ramsey. "We are showing them how the foundation structure works, but they will have to develop it along their own cultural lines."

Ramsey said charitable groups and foundations on both sides of the border hope to form entities that will allow money to flow to both countries. They will also work with government officials in both countries to ease corporate and tax law restrictions that make it difficult for such cross-border ventures.

"This is the first attempt of its kind," said Ramsey. "i think tens of thousands, if not hundreds of thousands of people, will realize the benefit of the combined charitable activity we are putting in motion."

• • •

Stalled traffic: San Diego and Tijuana must move rapidly to establish a cross-border transportation and development authority or face a future of economic stagnation, according to a San Diego Chamber of Commerce report.

The Binational Task Force on Economic Development and Transportation Infrastructure, formed by the chamber last spring, released its report Sept. 30 on the region's highway, railway, airport and shipping needs.

Adding a sense of urgency to the report was a firm rejection Oct. 1 by Mexico's top airport official of the proposed Tijuana/San Diego binational airport. In response, Mayor Susan Golding and supporters of the airport idea — known as TwinPorts — conceded that the project was all but dead.

Bill Nelson, chairman of the chamber task force, said the move by Mexico is "very disappointing" but does not substantially change the report's recommendations.

"The economic forecast, if Tijuana and San Diego remain separate in their infrastructure planning approach, is very grim," said Nelson, CEO of Scripps Institutes of Medicine and Science. "This is an issue of regional survival."

The task force report recommended several actions to be taken immediately if San Diego and Tijuana hope to develop a strategy for cross-border infrastructure and transportation. Those actions include:

- The convening of a cross-border economic summit.
- The creation of a binational task force on cross-border industrial development.
- The appointment of an official Binational Task Force to develop a Cross-Border Transportation and Development Authority.

Another recommendation, to postpone the more grandiose TwinPorts plan in favor of a long-term approach to more fully utilize the present San Diego and Tijuana airports, was hammered home by the announcement by Mexico.

Nelson said the most crucial component of a strong, binational strategy is the establishment of a cross-border agency to coordinate transportation and infrastructure development. Such an agency, which would also have revenue-raising powers, would require state and federal approval on both sides of the border.

Though such an entity would be ultimately decided at the federal and state levels, Nelson said it is critical that San Diego and Tijuana lobby aggressively for it.

"If politicians do not sense that people in large numbers are aware of these issues, they will let it drift," said Nelson. "Right now, the North American Free Trade Agreement is a negative (for politicians). But this isn't a NAFTA issue, or an airport issue — it is a regional issue."

• • •

Binational students: SDSU has launched a major binational business program designed to prepare students to be business leaders in the U.S.-Mexico market.

U.S. and Mexican students enrolled in the program — dubbed Project MEXUS — will study for two years in their home institution and two years at their host institution. SDSU will enroll its first class of MEXUS students, with equal numbers from each side of the border, in the fall of 1994.

The program will be funded over three years by a $257,000 grant from the U.S. Department of Education and matched by SDSU institutional funds and academic staff support. Participating institutions include SDSU, Southwestern Community College, and, in Tijuana, the Universidad Autonoma de Baja California and Centro de Ensenanza Tecnica y Superior.

The MEXUS curriculum integrates business, foreign language and cultural studies. Students who successfully complete the program will earn a Bachelor of Arts in International Business and the Mexican equivalent degree, the Licenciatura en Negocios Internationales.

SAN DIEGO
CLIPPING SERVICE

DAILY
TRANSCRIPT

OCT 12 1993

San Diego State University's undergraduate program in international business has a major new addition, Project Mexus, a binational business program to prepare students as business leaders and managers in the U.S.-Mexican market.

The project has been funded for three years by a $257,000 grant from the **U.S. Department of Education** that will be matched by institutional support from SDSU. Partners in the project are **Southwestern Community College** and, in Tijuana, the **Universidad Autonoma de Baja California** and **Centro de Ensenanza Tecnica y Superior**.

Students from the U.S. and Mexico in the program will study two years at their home institution and two years at their host institution, in addition to completing an internship at the host university.

The curriculum will integrate business, foreign langauge and cultural studies. The project is codirected by Dr. **Alvord Branan** ot the College of Arts and Letters and Dr. **Michael Hergert** of the College of Business Administration, who also co-direct SDSU's Center for International Business Education and Research.

Monday, November 29, 1993 *THE SAN DIEGO UNION-TRIBUNE*

New SDSU-Baja dual-degree program is in business

By **JEFF RISTINE**, Staff Writer

Long before anyone knew the outcome of the NAFTA debate, San Diego State University was drafting a plan to better prepare students to do "business without borders" in a U.S.-Mexico market.

Now it is ready to test its idea.

Beginning next fall, international-business majors selected for Project MEXUS will study two years at SDSU and two years at a university in Tijuana, earning undergraduate degrees from both institutions. Tijuana students will have a chance to do the same.

"What we're really trying to do is create what we're calling the manager of the future," said Michael Hergert, chairman of SDSU's management department and co-director of the program.

This new breed, Hergert said, "will understand not only the basic business concepts — accounting, marketing, finance and so on — but also speak a foreign language, understand the political, cultural and social context of the two countries and really be prepared to do business as comfortably on either side of the border."

Coincidentally, the federally funded program comes just as the United States and Mexico are ready to phase out barriers to the flow of goods and services under the newly ratified North American Free Trade Agreement.

But Hergert said business's need for a better grasp of Mexican culture predates the NAFTA vote.

"If you want to sell TV sets or casual clothing into the Mexican market, you need to understand the Mexican consumer . . . their mind-set and their expectations," he said. "We haven't done a good job of that in the past."

A two-year immersion into Mexican classrooms should help solve such problems, said

See **MEXUS** on Page A-13

MEXUS

SDSU, Baja universities getting down to business

Continued from A-1

Eduardo Kornegay, who heads international programs in the business administration department at Tijuana's Center for Technical and Higher Studies (CETYS).

"These students are going to learn the culture being in the culture," Kornegay said.

CETYS, a private business school, and the Autonomous University of Baja California (UABC), part of a state university system, will be the two "host" institutions for SDSU students. Southwestern College in Chula Vista will join SDSU in educating their Mexican counterparts.

The program will start small, with only five to 10 students from each side of the border accepted in the inaugural year.

For the first round of applications, SDSU is targeting San Diego County high schools that offer the International Baccalaureate, a rigorous college preparatory program that strives for a global view of education.

Project MEXUS is supported by a $257,000, three-year grant from the U.S. Department of Education.

The subsidy follows a 1989 grant that allowed SDSU to establish its research center and degree program in international business.

Far outstripping expectations, the new major drew more than 1,000 students after two years to become the largest of its kind in the nation. As an enrollment control, the academic program now has some of the toughest admissions standards on campus.

The center quickly forged ties with UABC and CETYS, allowing students from each side of the border to earn course credit from the opposite side.

"It occurred to us there might be an opportunity to do something beyond simply exchanging students," said Hergert.

Many schools around the world encourage or require students to spend time at a foreign university while earning a degree, and many of San Diego's colleges and universities have a history of collaboration with Mexican institutions.

But Project MEXUS, allowing a student to earn undergraduate degrees from two countries, is believed to be a first.

Alvord Branan, a French instructor and co-director of the project at SDSU, said overlap or duplication in course material can only help students.

"A course on the California-Mexican border, taught in San Diego by a U.S. specialist on the subject, is certainly a very valuable course," Branan said. "But we're convinced that a similar course, taught in Tijuana, is going to give a very different perspective."

And Kornegay said a CETYS classroom should provide a much deeper understanding of the nuances of the Mexican business environment — customs and investment laws and other government regulations — than a U.S. instructor could provide.

Debora Allison and Susan Williams, International Baccalaureate coordinators at Chula Vista's Castle Park and Bonita Vista high schools, respectively, said they already know of several students interested in Project MEXUS.

Many are Mexican-born students, now residing legally in the United States, who may be unsure which side of the border they should turn to for an undergraduate education.

"With this opportunity of getting a double diploma," Allison said, "they have the best of both worlds. I think it will make choices easier."

And Williams said, "For the kids to be able to access three schools, and do it for such a small amount (of money) compared with what everything else in education is costing out there, is excellent."

The plan calls for U.S. students to spend their freshman year at SDSU or Southwestern Community College, then two years at one of the Tijuana institutions, then finish at SDSU.

Mexican students will spend their first and fourth years at home, their second year at Southwestern Community College — taking courses to satisfy California's general-education requirements — and their third at SDSU. Students will pay tuition to their home institutions only.

After six years, project officials think they can support as many as 120 U.S. and Mexican students.

SDSU Offers International Enterprise Forum

Almost overnight, San Diego has given birth to numerous committees, coalitions, and consortia of public and private sector leaders dedicated to the development of international trade. And not a moment too soon, as our city struggles to reposition itself amidst the disastrous economic effects of the nationwide recession generally, and defense spending cutbacks specifically.

As important policy questions of regional planning, infrastructure, immigration and NAFTA are considered, one critical question resounds: What can be done TODAY to help San Diego's largest economic sector — small and medium companies — expand internationally? San Diego State University's response: The International Enterprise Forum.

The International Enterprise Forum was conceived by business leaders who understand the significant role universities must play to strengthen San Diego's competitive position. As San Diego State University [SDSU], the resources include a world-class international business faculty, highly trained bilingual and bicultural students, state-of-the-art communication technology, and a 30-year history of world-wide institutional and individual relationships. The International Enterprise Forum (IEF) is putting these resources to work for San Diego.

Over 800 students are currently enrolled in the university's fastest growing major, International Business. These students are being deployed by the IEF as consultants to companies and business organizations throughout the region. Current in international market and trade lead research, business planning, marketing, and finance, they are an invaluable, no-cost resource to companies considering international expansion.

Complementing an array of short-term export training programs offered around the city, the IEF is developing employer-designed, intensive export training for small/medium companies. The comprehensive curriculum will include mini-trade shows, as well as negotiations with foreign distributors and customers.

Business_Net has been developed by SDSU to train the San Diego business community in the use of information technology, international data bases, and world-wide electronic networks. As a member of Business_Net, a user can dramatically extend and expand existing business skills with no more than a personal computer. Do you want to locate a buyer in the Pacific Rim for your product, communicate easily through an E-Mail system with employees around the globe, or get the latest in market data in a foreign country? Simply join Business_Net, and turn on your computer!

High-quality conferences addressing international topics abound now in San Diego. The IEF tries to bring one additional service to you through its forums: business networking. Topics are industry specific, and bring together practitioners, venture capitalists and service professionals from specified international regions. Client satisfaction is measured not only in useful information received, but real business deals structured.

As videoconferencing technology hits the marketplace in a user-friendly, affordable mode, the IEF is training both the public and private sectors in how to turn that technology to a competitive economic advantage. The San Diego/Tijuana Bridge Project, as an example, proposes linking decision-makers in both cities through personal computers which offer computer conferencing, videoconferencing, and language translation capabilities. Why spend an hour (or much more) of valuable time in transit between Tijuana and San Diego, if city leaders can talk to and see each other from their desks?

The following was clipped from the October 4, 1993 **San Diego Business Journal.**

GIFTS & GRANTS

SAN DIEGO

San Diego State received a $257,000 grant from the federal Fund for the Improvement of Postsecondary Education for Project MEXUS, a transnational degree program to prepare students to become better managers specifically in the U.S.-Mexican market. SDSU provided matching funds of $275,000. SDSU's partners are Southwestern Community College and two Tijuana universities.

SDSU

News

San Diego
State University

Office of
Communications
San Diego, CA 92182
(619) 594-5204
FAX (619) 594-5956

September 24, 1993

NAFTA or not. SDSU receives $257,000 grant for Project MEXUS, to ready students for international marketplace with new transnational degree program.

CONTACT: Louise Snider, (619) 594-5204

San Diego State University's popular undergraduate program in international business has a major new addition, Project MEXUS, a binational business program specifically designed to prepare students as managers and business leaders in the U.S.-Mexican market.

The project is funded over three years by a $257,000 grant from the U.S. Department of Education and will be matched by institutional support from SDSU. The University's partners in the project are Southwestern Community College and, in Tijuana, Universidad Autonoma de Baja California and Centro de Ensenanza Tecnica y Superior.

U.S. and Mexican students in the MEXUS program will study for two years at their home institution and two years at their host institution, in addition to completing an internship at the host university. The curriculum, which integrates business, foreign language and regional/cultural studies, will allow students to satisfy degree requirements for both the Bachelor of Arts in International Business and the Licenciatura en Negocios Internationales.

The MEXUS project is co-directed by Dr. Alvord Branan of the College of Arts and Letters and Dr. Michael Hergert of the College of Business Administration, who are also co-directors of SDSU's Center for International Business Education and Research.

(end)

For additional information, please contact Dr. Branan or Dr. Hergert at (619) 594-6023.

THE DAILY AZTEC–

FRIDAY, OCTOBER 1, 1993

SDSU sets a trend in binational education

Grant received for international business program Project MEXUS

By D.J. PETERS
Daily Aztec Staff Writer

There is nothing new about students attending colleges in foreign countries to delve into different cultures and possibly learn to speak new languages.

However, several San Diego State University professors said the foreign study concept has just taken a leap forward.

A new international business program called Project MEXUS allows Mexican and American students to attend schools on both sides of the border and receive degrees from both institutions.

These binational and international business students would complete and receive two degrees, in the time it normally takes to get one, while paying the standard fees at their home campus, said Alvord Branan, chair of SDSU's international business department.

"We've taken the NAFTA concept and applied it to academia," Branan said. "We're training some of the new leaders in the binational region."

Branan co-authored the project's proposal with professor Michael Hergert of the College of Business Administration.

The U.S. Department of Education awarded the university a $257,000 grant to carry out the project for its first three years.

Other schools currently participating in the program in addition to SDSU include Southwestern College, the Universidad Autonoma de Baja California and Centro de Ensenanza Tecnica y Superior, Branan said.

In the program, American MEXUS students will attend SDSU for two years and one of the Mexican schools for the other two.

Branan said the international business department is currently recruiting for the program, targeting

Please see MEXUS on page 4

Daily Aztec/ANDY HOLZMAN

(left to right) Shari Lawson, Marcela Carrera, Gabriella Castro and Rogelio Aguilar are all students involved in international business foreign exchange, the forerunner to Project MEXUS.

MEXUS

Continued from page 1

freshmen and sophomores.

According to SDSU professor Thomas Davies, director of the Center for Latin American Studies, MEXUS is the first transnational degree program of its kind in the United States.

He also noted that SDSU's proximity to Mexico made the university a likely spot for a binational program to develop.

"We're right next to the border," Davies said. "Now San Diego is being forced to recognize that we've got to be better prepared for what is going to be a very complex, multinational and multilingual world."

Davies added that MEXUS was patterned after a European multinational degree program called the Erasmus Program.

According to SDSU professor Mary Teagarden, who was also involved in planning the project, MEXUS does not have its success tied to the coattails of NAFTA, but rather to the integration of economies which will exist regardless of NAFTA's outcome.

"(MEXUS) is important because we live in a shrinking world," Teagarden said. " 'International business' is almost an oxymoron. You don't really have to say 'international' anymore."

ESTATAL

Miércoles 27 de Julio de 1994 [illegible]

TIJUANA.- Con la participación de estudiantes y catedráticos de San Diego State University y de la Universidad Autónoma de Baja California, inició ayer en esta ciudad un proyecto binacional denominado "Borderlink" a través del que se investigará y definirá el perfil socio- económico y cultural de la región Tijuana- San Diego. (Foto: Noé CHAVEZ).

• Iniciará en un mes Licenciatura "Binacional"

TIJUANA.- Por primera vez en la historia de coordinación académica entre San Diego State University, la Universidad Autónoma de Baja California y el Centro de Enseñanza Técnica y Superior, para el próximo mes de agosto iniciará un programa académico que permitirá a estudiantes de ambos lados de la frontera, cursar una licenciatura "binacional" que le acreditará la licenciatura en Negocios Internacionales y Bachuler of Arts in Internationals Business.

Este innovador programa denominado MEXUS, primero y por ende único en el mundo, explica una de sus coordinadoras, Teresa Cisneros- Donahue, se iniciará con diez estudiantes mexicanos y ocho estadunidenses, los cuales cursarán dos años de sus estudios en la institución mexicana a la que pertenezcan - - UABC ó CETYS- - y otros dos años en la universidad americana, lo que les permitirá obtener una certificación de sus estudios en ambos lados de la frontera.

El propósito de MEXUS, es el de "crear los líderes del futuro" a través de una preparación académica y cultural binacional que les permita desenvolverse con profesionalismo en los dos países, recuerda que este programa que está por iniciar se gestó desde hace tres años, tiempo durante el cual se estuvieron creando las condiciones para que fructificara.

Cisneros- Donahue indica que en estos tres años se realizó la revisión de los planes y programas de estudio de las tres instituciones participantes, lo que generó el diseño de un programa especial que cursarán los estudiantes de las tres instituciones educativas, homologando también el nivel académico de los centros educativos para que los estudiantes estuvieran en el mismo nivel

La coordinadora de MEXUS destaca que este programa piloto se consolidó gracias al esfuerzo e interés de directivos y catedráticos de las universidades, los cuales realizaron una selección de los alumnos que podrían participar en el programa, los cuales tuvieron que caracterizarse por registrar buenas calificaciones, presentarse a dos entrevistas, una en español y otra en inglés, escribir ensayos, para incorporarse a este programa único a nivel licenciatura.

Afirmó que existe confianza de que este programa marque la pauta de la educación del futuro, aunque por lo menos actualmente ha sentado un precedente y el Departamento de Educación de Estados Unidos, está analizando la posibilidad de crear una iniciativa tipo Nafta, utilizando el diseño del programa MEXUS.

BIG NEWS FOR SMALL BUSINESS

The Southwestern College Small Business Development & International Trade Center Newsletter

Summer 1994

The MEXUS Program: Innovative Post-NAFTA Degree

MEXUS AT A GLANCE:

- First binational undergraduate dual degree program in the U.S.
- Fluency in two languages,
- B.A. university degree in international business from San Diego State University and a Mexican Licenciatura en Negocios Internacionales,
- Internship in Mexico,
- Residence with Mexican family.

MEXUS is an innovative transnational dual degree program that will provide students with the skills they need to succeed in a global marketplace. MEXUS is also a partnership among San Diego State University (SDSU), Southwestern College (SWC), Centro de Ensenanza Tecnica y Superior (CETYS-Universidad), and the Universidad Autonoma de Baja California (UABC). Students may enter the program at any of the four schools, and must spend two years in both the U.S. and Mexico and receive university degrees from both nations.

MEXUS program graduates will be uniquely qualified for careers in the emerging North American free trade market. In addition to in-depth training in business concepts, these students will also have the language and cultural skills necessary for success in the international marketplace. The objective of the MEXUS program is to create the next generation of executives who will manage with the skills and global perspective needed for leadership in the twenty-first century.

The MEXUS program is supported by a FIPSE (Fund for the Improvement of Post Secondary Education) grant from the U.S. Department of Education. For more information about the MEXUS Program, please contact: Victor Castillo, MEXUS Program Coordinator, Southwestern College, 900 Otay Lakes Road, Bldg. 1600, Chula Vista, CA 91910, (619) 482-6391 or Teresa Cisneros Donahue, MEXUS Program Coordinator, San Diego State University, BAM 427, San Diego, CA 92182-0411, (619) 594-7297.

- Victor Castillo

The Small Business Development & International Trade Center (SBD&ITC) is one of 24 technical assistance centers in California funded cooperatively by the U.S. Small Business Administration and administered by the California Department of Trade and Commerce Office of Small Business.

El Heraldo
De Baja California

Baja California, 23 de Agosto de 1994.

El Viernes Inauguran Programa de Intercambio Estudiantil con EU

TIJUANA

El primer programa binacional de intercambio estudiantil que otorgará grado académico doble entre población estudiantil de Estados Unidos y México será inaugurado oficialmente este próximo viernes.

El evento tendrá lugar en el International Student Center en San Diego State University este 26 de agosto a las 18:30 horas. Al cual ocurrirán las cuatro instituciones educativas de nivel superior que están involucradas en este programa denominado Mexus.

El Centro de Enseñanza Técnica y Superior (Cetys Universidad), San Diego State University (SDSU), Southwestern College (SWC) y la Universidad Autónoma de Baka California (UABC) son las universidades que desde hace tres años signaron el convenio que permite que los alumnos de las carreras de negocios internacionales (aquí en México) y los del Bachelor of Arts in International Business (en E.U.) cursen sus materias en ambos lados de la frontera.

Cabe destacar que esta es la primera vez en la historia tanto de México, como de Estados Unidos, que un programa de esta naturaleza se llevará a cabo. MEXUS se diseñó para satisfacer el aumento en la demanda de empresas y estudiantes de ambos países por internacionalizar la educación de administradores internacionales. El enfoque es integral ya que los estudiantes tienen la posibilidad de realizar estudios regionales, culturales, de negocios y de idiomas.

Si se desea conocer más de este innovador programa educativo, puede acudir al CETYS con la coordinadora del mismo, maestra Paivi Heino al telófono 25-39-42.

TECATE

el mexicano

Unen Esfuerzos Tijuana y San Diego

El pasado mes de Julio dio inicio el programa Borderlink 1994, concluyendo el 19 de agosto donde participan estudiantes universitarios de San Diego State University y La Universidad Autónoma de Baja California, haciendo estudios conjuntos en Tijuana y San Diego como una zona de interes social, economica y cultural.

Participando distinguindos catedráticos universitarios de ambas instituciones educativas, asi como conferencias de Funcionarios de Gobierno y representantes de Cámaras y Asociaciones de las principales actividades economicas de California y Baja California.

Este evento fue coordinado por parte de San Diego:

Dr. Jim Gerber, Director del Programa.

Lic. Teresa Cisneros Donahue, Coordinadora.

Lic. Bertha Hernández, Coordinadora.

Lic. Kevin E. Cottrell, Coordinador.

Por La Universidad Autónoma de Baja California:

Lic. Bladimiro Hernández Díaz, Director del Programa.

Lic. Ariel Moctezuma Hernández, Coordinador Operativo Académico.

Lic. Gustavo Muñoz A., Coordinador Operativo.

Profa. Irma Melgar de Salgado, Coordinadora de Apoyo.

Jueves 25 de Agosto de 1994

Iniciarán Estudios de Carreras Válidas en México y EU

TIJUANA. Como un primer paso para lograr la integración de la región Tijuana-San Diego, al menos en el ámbito educativo, iniciará el próximo viernes el programa MEXUS, a través del cual estudiantes de ambos lados de la frontera pueden cursar una licenciatura que es reconocida y válida en los dos países.

Así lo destacó Tere Cisneros, una de las coordinadoras del programa MEXUS y aseveró que el principal objetivo de éste es el formar los líderes del mañana, para que los egresados de este programa conozcan la realidad de la región, su problemática y cuenten con las herramientas necesarias que le permitirán resolverla.

En cuanto al programa, indicó que este se realizará con San Diego State University por parte de Estados Unidos y por la Universidad Autónoma de Baja California y el Centro de Enseñanza Técnica y Superior por el noroeste de México.

Asimismo, dijo que el citado programa contempla la licenciatura en negocios internacionales y el Bachelor of Arts in Internationals Business y su impartición tal y como fue diseñada, se cursa dos años en la institución mexicana -- ya sea la UABC ó el CETYS -- y dos años más en San Diego State University.

Luego de los cuatro años de estudios, explicó, los 18 jóvenes que están iniciando este primer programa educativo binacional a nivel licenciatura tanto cada una de las instituciones mexicana y americana expedirá un certificado.

"El Mexicano", Miércoles 24 de Agosto, 1994 pág. 9 Secci

CBA *Today*

COLLEGE OF BUSINESS ADMINISTRATION
SAN DIEGO STATE UNIVERSITY
FEBRUARY 1994

FIPSE grant awarded for MEXUS project

Two SDSU professors have received a national grant to establish a dual degree program between the U.S. and Mexico to prepare students to become managers in the U.S.-Mexico market.

Michael Hergert, chair and professor of management, and Al Branan, professor of French, both co-directors of CIBER, the Center for International Business Education and Research, received a three-year grant of $257,000 from the U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) for Project MEXUS: Preparing for Business Without Borders.

MEXUS is a transnational dual degree program.

Students will spend two years studying in the United States and two years studying in Mexico and earn undergraduate degrees from both countries (SDSU and either CETYS or UABC). The curriculum will require students to become fluent in both Spanish and English and to develop an in-depth understanding of the business and cultural practices of both countries.

The MEXUS project will also work with Southwestern College in San Diego to allow students to spend one year there in order to fulfill GE requirements.

LATARDE
DE BAJA CALIFORNIA

Miércoles 24 de agosto de 1994

■Este viernes apertura oficial del intercambio universitario

Estudiantes fronterizos podrán obtener grado académico binacional con Mexus

TIJUANA.- El primer programa binacional de intercambio estudiantil que otorgará grado académico doble entre población estudiantil de Estados Unidos y México será inaugurado oficialmente este próximo viernes.

El evento tendrá lugar en el International Studen Center en San Diego State University este 26 de agosto a las 13:30 horas, al cual concurrirán las cuatro instituciones educativas de nivel superior que están involucradas en el programa denominado Mexus.

El Centro de Enseñanza Técnica y Superior (Cetys Universidad), san Diego State University (SDSU), South Western College (SWC) y la Universidad Autónoma de Baja California (UABC) son las universidades que desde hace tres años firmaron el convenio que permite que los alumnos de las carreras de negocios internacionales (en México) y los Bachelors of Arts in International Bussines (en EU) cursen sus materias en ambos lados de la frontera. Cabe destacar que esta es la primera vez en la historia tanto de México como de Estados Unidos que un programa de esta naturaleza se lleva a cabo. Mexus se diseñó para satisfacer el aumento en la demanda de empresas de ambos país por interrelacionar la educación de administradores internacionales. El enfoque es integral ya que los estudiantes tienen la posibilidad de realizar estudios regionales. El enfoque es integral ya que los estudiantes tienen la posibilidad de realizar estudios regionales, culturales,de negocios y de idiomas.

Si desea mayores datos sobre este innovador proceso educativo puede acudir al Cetys con la coordinadoras del mismo, maestra Paivi Heinio, al teléfono 25-39-42.I

WINTER

AND FRIENDS OF SAN DIEGO STATE UNIVERSITY

SDSU

MAGAZINE

Buy American, Buy Mexican, Bi-Cultural

In light of the recent passage of the North American Free Trade Agreement (NAFTA), San Diego's proximity to the border lends itself to unique business opportunities. Recognizing that potential, Project MEXUS, a new binational business program at SDSU, will begin recruiting students for fall '94 enrollment. It is specifically designed to prepare students as managers and business leaders in the U.S.-Mexican market.

> *"We're trying to educate people who can function smoothly in either country. This is a truly joint international effort between four particular institutions."*

"We're trying to prepare the next generation of managers, who will be bi-cultural, bilingual, and comfortable in either country," says Michael Hergert, SDSU professor of management and co-director of the program.

U.S. and Mexican students in the MEXUS program will study for two years at their home institution and two years at their host institution, in addition to completing an internship at the host university. Upon completion of their studies—which integrate business, foreign language and regional/cultural studies—students will have earned the bachelor of arts degree in international business and the Licenciatura en Negocios Internationales.

"In the rapidly emerging commercial zone between the United States and Mexico, it's not sufficient to be trained in one language or one way of doing business," says Dr. Hergert.

"We're trying to educate people who can function smoothly in either country. This is a truly joint international effort between four particular institutions."

SDSU's partners in the project are Southwestern Community College and, in Tijuana, Universidad Autonoma de Baja California and Centro de Ensenanza Tecnica y Superior. The project is funded over three years by a $257,000 grant from the Fund for the Improvement of Post Secondary Education, U.S. Department of Education. Dr. Alvord Branan in the College of Arts and Letters is co-director with Hergert.

Monday, November 29, 1993

THE SAN DIEGO UNION-TRIBUNE

SDSU, Baja get down to business

2-nation project to swap students

By JEFF RISTINE
Staff Writer

Long before anyone knew the outcome of the NAFTA debate, San Diego State University was drafting a plan to better prepare students to "do business without borders" in a U.S.-Mexico market.

Now it is ready to test its idea.

Beginning next fall, international-business majors selected for Project MEXUS will study two years at SDSU and two years at a university in Tijuana, earning undergraduate degrees from both institutions. Tijuana students will have a chance to do the same.

"What we're really trying to do is create what we're calling the manager of the future," said Michael Hergert, chairman of SDSU's management department and co-director of the program.

This new breed, Hergert said, "will understand not only the basic business concepts — accounting, marketing, finance and so on — but also speak a foreign language, understand the political, cultural and social context of the two countries and really be prepared to do business as comfortably on either side of the border."

Coincidentally, the federally

See MEXUS on Page A-13

MEXUS

SDSU, Baja universities getting down to business

Continued from A-1

funded program comes just as the United States and Mexico are ready to phase out barriers to the flow of goods and services under the newly ratified North American Free Trade Agreement.

But Hergert said business's need for a better grasp of Mexican culture predates the NAFTA vote.

"If you want to sell TV sets or casual clothing into the Mexican market, you need to understand the Mexican consumer . . . their mindset and their expectations," he said.

A two-year immersion into Mexican classrooms should help solve such problems, said Eduardo Kornegay, who heads international programs in the business administration department at Tijuana's Center for Technical and Higher Studies (CETYS).

"These students are going to learn the culture being in the culture," Kornegay said.

CETYS, a private business school, and the Autonomous University of Baja California (UABC), part of a state university system, will be the two "host" institutions for SDSU students. Southwestern Community College in Chula Vista will join SDSU in educating their Mexican counterparts.

The program will start small, with only five to 10 students from each side of the border accepted in the inaugural year.

For the first round of applications, SDSU is targeting San Diego County high schools that offer the International Baccalaureate, a rigorous college preparatory program that strives for a global view of education.

Project MEXUS is supported by a $257,000, three-year grant from the U.S. Department of Education.

The subsidy follows a 1989 grant that allowed SDSU to establish its research center and degree program in international business.

Far outstripping expectations, the new major drew more than 1,000 students after two years to become the largest of its kind in the nation. As an enrollment control, the academic program now has some of the toughest admissions standards on campus.

The center quickly forged ties with UABC and CETYS, allowing students from each side of the border to earn course credit from the opposite side.

"It occurred to us there might be an opportunity to do something beyond simply exchanging students," said Hergert.

Many schools around the world encourage or require students to spend time at a foreign university while earning a degree, and many of San Diego's colleges and universities have a history of collaboration with Mexican institutions.

But Project MEXUS, allowing a student to earn undergraduate degrees from two countries, is believed to be a first.

Alvord Branan, a French instructor and co-director of the project at SDSU, said overlap or duplication in course material can only help students.

"A course on the California-Mexican border, taught in San Diego by a U.S. specialist on the subject, is certainly a very valuable course," Branan said. "But we're convinced that a similar course, taught in Tijuana, is going to give a very different perspective."

And Kornegay said a CETYS classroom should provide a much deeper understanding of the nuances of the Mexican business environment — customs and investment laws and other government regulations — than a U.S. instructor could provide.

Debora Allison and Susan Williams, International Baccalaureate coordinators at Chula Vista's Castle Park and Bonita Vista high schools, respectively, said they already know of several students interested in Project MEXUS.

Many are Mexican-born students, now residing legally in the United States, who may be unsure which side of the border they should turn to for an undergraduate education.

"With this opportunity of getting a double diploma," Allison said, "they have the best of both worlds. I think it will make choices easier."

And Williams said, "For the kids to be able to access three schools, and do it for such a small amount (of money) compared with what everything else in education is costing out there, is excellent."

The plan calls for U.S. students to spend their freshman year at SDSU or Southwestern Community College, then two years at one of the Tijuana institutions, then finish at SDSU.

Mexican students will spend their first and fourth years at home, their second year at Southwestern Community College — taking courses to satisfy California's general-education requirements — and their third at SDSU. Students will pay tuition to their home institutions only.

After six years, project officials think they can support as many as 120 U.S. and Mexican students.

And if the idea proves successful, Branan said he would like to see it spread to other California State University campuses.

THE SAN DIEGO UNION-TRIBUNE Tuesday, January 4, 1994

Neil Morgan

Border pioneers: The grads of MEXUS '98

Teresa Cisneros was a college student in Mexico City when earthquakes shook that city in September 1985, leaving more than 4,000 dead and giving her a major fright. If she was going to live in earthquake country, she decided, she might as well go north and finish school in California. She won a degree in international business at San Diego State, and went on to get her master's degree there.

Her timing placed her in the vanguard of a new generation of bright young people on both sides of this border who are schooling themselves for a future that seems far clearer to them than to their elders.

She has married U.S.-born Kevin Donahue, who works in San Diego city personnel offices, making them another of the binational, bilingual and bicultural couples who, unlike most older San Diegans, glide effortlessly back and forth in the business and cultural lives of San Diego and Tijuana.

Members of this generation seem poised to inherit both the problems and profits of this border under NAFTA. Some are already moving forward to accept the challenge.

Teresa Cisneros is one of them.

At San Diego State, she serves as coordinator for MEXUS, an educational exchange program that begins life with the rare and auspicious blessing of an acronym that makes immediate sense. MEXUS is the first transnational degree program of its kind between the United States and Mexico, taking the traditional student exchange program to its logical conclusion.

Assuring its launch, MEXUS has won a grant of matching funds from the U.S. Department of Education.

It is designed to graduate a new breed of regional business and civic leaders with academic credentials from both Mexico and the United States. Drawing from six San Diego high schools, beginning next fall, MEXUS college students will spend two years of study at San Diego State or Southwestern College, and two years in Tijuana, either at the small, private Centro de Enseñanza Técnica y Superior (CETYS), or at the public, 3,000-student Universidad Autónoma de Baja California (UABC). They will be expected to reside in the same nation where they are studying.

MEXUS students will graduate, uniquely, with two degrees: the B.A. in international business from San Diego State, and the Licenciatura en Negocios Internacionales from one of the Mexican universities.

The program will begin modestly next fall with no more than 10 students on each side of the border, but other U.S. universities have already made commitments to participate by the 1995-96 academic year. Among them is a sister campus of San Diego State, CSU Dominguez Hills.

Recruiting has already begun in six San Diego high schools, including Castle Park and Bonita Vista, initially chosen because of their rating as International Baccalaureate schools.

MEXUS has its base at San Diego State jointly in the College of Arts and Letters and in the College of Business Administration, a structure designed to assure a broad-based curriculum.

Teresa Cisneros has become a persuasive spokeswoman for MEXUS.

"Since I came," she says, "much has been done to bring Tijuana and San Diego closer together. But the need for more to be done is obvious when we see how difficult it has been to talk to each other about TwinPorts, border pollution, and NAFTA."

What she and the MEXUS staff envision is to graduate a cadre of potential local leaders on both sides of the border. They will be bonded by the shared experience of going not only to school and library, but also to cafes, to the beach and entertainments together, and to each other's homes.

There will be culture shock on both sides, she knows, but because of it MEXUS graduates will be better able to bridge cultural chasms when negotiating transborder affairs.

Latinas Unidas

MANA of San Diego County Volume 2, Number 6; June 1994

NEED HOMES FOR STUDENTS

SDSU is launching a brand new concept in undergraduate education. Undergraduate International Business students will have the opportunity to study two years in Mexico and two years in the U.S. and receive two degrees. The B.A. in International Business and the Licenciatura en Negocios Internacionales, it is being called the MEXUS program. Students are being selected from Southwestern Community College and SDSU.

They are seeking housing for the Mexican students that will be studying here for one year. Homes are needed close to Southwestern College, where English is the prediminant language so students can practice their English and learn about the American life style. (You will be reimbursed for this service.) If you can help, please call Teresa Cisneros Donahue at SDSU - 594-7297.

The Daily Aztec
Serving the San Diego State University Community Vol. 78, No. 2 August 29, 1994

SDSU celebrates its MEXUS Program

By MIKE SALAMIDA
Daily Aztec Staff Writer

Last Friday, San Diego State University held an inaugural celebration for its MEXUS Program, a binational degree curriculum between the United States and Mexico.

Currently there are 16 students participating in the newly-created program, the first binational dual degree program between the United States and Mexico, according to MEXUS co-director Michael Hergert.

Under the program, students can earn a bachelor's degree in international business from SDSU and an equivalent degree from CETY'S (Centro de Ensana Tecnica y Superior) or UABC (Universidad Autonoma de Baja California), Hergert said. MEXUS is a four-year degree program.

According to Hergert, this program is especially important in this new era of NAFTA.

"This program is an idea whose time has come," he said. "It's very much in the spirit of NAFTA and the growing cooperation between the United States and Mexico."

In addition to SDSU and Mexico's CETY'S and UABC, the program is also sponsored by Southwestern College in the South Bay, according to Hergert.

"This program requires extensive collaboration between the four participating colleges in order to satisfy all the degree requirements at each institution," he said. "It's not only excellent preparation for the students, but it's also symbolic of the kind of cooperation necessary for organizations in this region to be successful in the future."

Daily Aztec/DAN MCDOWELL

SDSU student Denise Salazar is presented into the MEXUS Program by its co-director, Michael Hergert.

With participating students from each of the the four universities, the program also offers internships and provides housing in the host countries.

Minerva Mellos, an SDSU student who is currently studying at CETY'S, said the program will help expand her job opportunities.

"This broadens our knowledge of the people and the environment," she said.

According to student Ivan Aguirre, MEXUS is a dream come true. Aguirre learned of the program while attending high school in Tijuana, and is currently studying at Southwestern College.

"Since I was a child, it was my fantasy to study in the United States," he said. "This program will help people in Mexico in this new era of world economics. I'm not only looking for individual accomplishment, but also to help my people and my country, and this program will give me the opportunity to do that."

According to Hergert, MEXUS is funded by a $257,000 grant from the U.S. Department of Education and will include only incoming freshmen in the future.

"The plan is to recruit 10 students from the United States and 10 students from Mexico every fall," Hergert said. "We plan to recruit extensively at area high schools. For the first group, we did get students who were already in the international business program. But in future years, our plan is to recruit first-time freshmen."

el mexicano
GRAN DIARIO REGIONAL

Tijuana, B.C. Miércoles 24 de Agosto de 1994 PAG..7 SECCION - A

Iniciarán Estudios de Carreras Válidas en México y EU

TIJUANA - Como un primer paso para lograr la integración de la región Tijuana - San Diego, al menos en el ámbito educativo, iniciará el próximo viernes el programa MEXUS, a través del cual estudiantes de ambos lados de la frontera pueden cursar una licenciatura que es reconocida y válida en los dos países.

Así lo destacó Tere Cisneros, una de las coordinadoras del programa MEXUS y aseveró que el principal objetivo de éste es el formar los líderes del mañana, para que los egresados de este programa conozcan la realidad de la región, su problemática y cuenten con las herramientas necesarias que le permitirán resolverla.

En cuanto al programa, indicó que este se realizará con San Diego State University por parte de Estados Unidos y por la Universidad Autónoma de Baja California y el Centro de Enseñanza Técnica y Superior por el noroeste de México.

Asimismo, dijo que el citado programa contempla la licenciatura en negocios internacionales y el Bachelor of Arts in Internationals Business y su impartición tal y como fue diseñada, se cursa dos años en la institución mexicana - - ya sea la UABC ó el CETYS - - y dos años más en San Diego State University.

Luego de los cuatro años de estudios, explicó, los 18 jóvenes que están iniciando este primer programa educativo binacional a nivel licenciatura tanto cada una de las instituciones mexicana y americana expedirá un certificado.

THE SAN DIEGO UNION-TRIBUNE Tuesday, August 16, 1994

Neil Morgan

MEXUS is working

Teresa Cisneros didn't come to San Diego for climate. She came because of the earthquake that struck her home town of Mexico City in September 1985, leaving more than 4,000 dead. If she was going to live in earthquake country, she reasoned, she would finish college in California. She won a degree in international business at San Diego State, and went on to get her master's degree.

She found herself among young members of a binational generation who school themselves for a border future that seems clearer to them than to their elders. She serves at San Diego State as coordinator for MEXUS, an educational exchange program that offers the first transnational degree program between the U.S. and Mexico ("Border pioneers: The grads of MEXUS '98," Jan. 4, 1994). Recruiting began in six San Diego high schools last winter. The first 17 students — the Class of 1998 — will be introduced at a reception on Aug. 26 at the San Diego State International Student Center.

MEXUS students will spend two years on a San Diego college campus and two on a Baja California campus. Their first year will be either at Southwestern Community College or San Diego State, and their second and third years at CETYS or UABC in Tijuana. They will live during those years with Mexican families. After a final year at San Diego State they will receive joint degrees from San Diego State and one of the Mexican universities.

What she and the MEXUS staff envision is a cadre of potential leaders on both sides of the border, bonded by the shared experience of going to each other's school and library, and also living in each other's homes.

NEIL MORGAN'S column appears on Tuesdays, Thursdays and Sundays

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Broadcast Coverage Report:

Director of Communications
College of Business Administration
San Diego State University
San Diego, CA 92182-0414
(619) 594-4501

August 24, 1995

The Second Annual **MEXUS** program opening year student presentation was featured on **XEWT- TV,** Channel 12, Tijuana. Officials from San Diego, Tijuana and the four participating schools -- SDSU, Southwestern College, UABC and CETYS -- spoke to the audience of students, their families, and faculty. The program was held at the Centro Cultural Tijuana.

California Association for Bilingual Education

Newsletter

Volume 17, Number 4
January/February 1995

The **MEXUS Program** is an innovative transnational dual degree program that will provide its participants with the skills needed to succeed in a globalized marketplace. Our students will have the opportunity to spend a minimum of two years studying in Tijuana, Mexico, at either the Centro de Enseñanza Técnica y Superior or the Universidad Autónoma de Baja California, and a minimum of two years at San Diego State University. To apply for this program or for more information contact:

Teresa Cisneros Donahue,
Program Coordinator
MEXUS Program
San Diego State University
BAM 427,
5500 Campanile Drive
San Diego, CA 92182-7734
619/594-7297, FAX 619/594-7738
E-mail: tdonahue@bestsd.sdsu.edu

WEEKLY

SAN DIEGO STATE UNIVERSITY ■ MARCH 27, 1995

SDSU featured in book of San Diego "firsts"

As a tribute to the breakthrough achievements and triumphs of the people of San Diego, past and present, First Interstate Bank, in a partnership with the San Diego Historical Society, has published *San Diego Firsts, A Collection of Our City's Achievements.*

With information and photographs, SDSU was recognized for the following "firsts": the first department of Mexican-American studies in the nation; Mexus, the first bi-national college degree program; and Ellen Ochoa, the first Hispanic woman in space.

First Interstate Bank will donate more than 16,000 copies of the book to 5th, 8th, 11th and English Learner teachers throughout San Diego City and County Schools. They also will distribute additional free copies on a first-come, first-served basis through all San Diego County First Interstate Bank branch locations during April. Copies of *San Diego Firsts* will not be available for sale.

The "firsts" in this collection are defined as historically significant events that first transpired in San Diego before anywhere else. A compilation of achievements--those associated with SDSU and many others--this book is the first of its kind for San Diego.

Southwestern College

Messenger

FALL 1995

MEXUS GIVES LOCAL STUDENTS INTERNATIONAL DEGREES

International Business undergraduate education has taken on a new dimension at Southwestern College with MEXUS, an innovative transnational dual degree program that provides students with the skills needed to succeed in a globalized marketplace.

Beginning its second year, MEXUS is a partnership between Southwestern College, San Diego State University (SDSU), Centro de Ensenanza Tecnica y Superior (CETYS), and the Universidad Autonoma de Baja California (UABC). Students may enter the program at any of the four colleges, but a minimum of two years must be spent in both Mexican and American institutions.

MEXUS is the first binational undergraduate dual degree program in the U. S. At the end of the program, participants will graduate with a Bachelor of Arts in International Business from SDSU and Licenciatura en Negocios Internacionales from CETYS or UABC.

"The evolution of MEXUS is an example of how two countries can transcend international boundaries to improve the quality of life on both sides of the border," says Joseph M. Conte, president/superintendent of Southwestern College.

The MEXUS program began about four years ago when a group of U.S. and Mexican professors dreamed of achieving a concept in education that would revolutionize higher education in both countries. With the recruitment of a cadre of very bright, motivated, and intelligent students, this program became a reality.

"While NAFTA has opened the doors for industrial trade, MEXUS quickly opens the door for internationalization of higher education between Mexico and the United States," says Conte.

Carlos Campos is a MEXUS student from the program's first generation. He entered the program through Southwestern College, hopes to specialize in banking or finance, and has very positive views about the program.

"It is very interesting to experience the system on both sides of the border," says Campos. "The curriculum are different, and it was exciting to attend CETYS and get to see how it works."

MEXUS holds a reception at the beginning of each academic year to honor the people who make the program possible and to introduce the MEXUS students. This year's event was held at Centro Cultural Tijuana, and included representatives of both Tijuana Mayor Hector Osuna's office and San Diego Mayor Susan Golding's office. Also attending were the presidents of the four participating institutions.

The presentation also helps make many people aware of the program. "There are many students who are not aware of the opportunities that are available," says Lillian Urbanski, who is also beginning her second year in the MEXUS program.

"I am a great admirer of the program, I believe it has a great future," says Urbanski.

Urbanski also joined the program through Southwestern College, where she had been a student for two years while earning her associate's degree in general studies. "I began Southwestern College without knowing a single word of English, so there is no excuse for not going to school."

Much of the inspiration for Urbanski to continue her education came from SWC. "Southwestern has been the greatest for me. It reinforced my self esteem and taught me the organizational skills I needed to get ahead," says Urbanski. She also explained how in the future she would like to return to Southwestern College but as an instructor rather than a student.

"I am truly grateful to Southwestern College and I would like to someday be able to contribute to a school that has given me so much," she said.

The MEXUS graduates promise to become leaders in the transborder region. They will be trained to understand such issues as regional ecology and border congestion, and become new international leaders who are versed in each other's business, language, and culture.

As Conte expressed, "The MEXUS program serves as an excellent model for international educational cooperation."

—MN

Bonita • EastLake
The Star-News
Weekend Edition

Schools

Business programs train internationally

By Theresa Delia
Staff Writer

With the global economy shrinking, the focus on international experience for business majors seems to be increasing. Southwestern College and San Diego State University are assisting students in this endeavor with the MEXUS Program, the first binational undergraduate dual degree program in the United States.

Southwestern College and SDSU have an agreement with two universities in Tijuana, Centro de Enseñanza Técnica y Superior (CETYS) and Universidad Autónoma de Baja California (UABC). Students majoring in international business can enter the program at any of the four schools and will spend a minimum of two years in Mexico and in the United States.

Victor Castillo, MEXUS Program coordinator, said the program is in its third year.

"There are about 40 students in the program," he said. "We recruit about 10 students a year from both campuses. We will have our first graduates by 1997."

Castillo said Southwestern College students will finish their first year, then enroll in one of the universities in Mexico for two years. They will spend their final year at SDSU and received their degree from there. Students who begin at SDSU do not have to finish at Southwestern, but can take classes there.

Classes students would take include economics, accounting, finance, history of business in Mexico, and cultural classes.

"It is tremendous experience for both students," Castillo said.

For U.S. students already enrolled in college, criteria for induction into the program includes at least a 3.0 grade point average, 30 general education units and the passing of a Spanish language test.

Students can also enter the program straight out of high school.

Castillo said it is important for students to learn about the culture of another country, so an internship is required. Students have been placed in manufacturing plants, banks, and import/export companies.

"We place them with companies so they can get first hand experience of the business environment," he said.

Castillo said American students, not used to the Mexican system of education had a few cultural surprises.

"Classes in Mexico tend to be less restrictive than the United States," he said. "In the United States students have textbooks. In Mexico some classes may not have textbooks and students have to take more notes. Here, you go to classes with different students. In Mexico, you stay with the same group throughout your four years in school. They have to become acquainted with each other and build friendships."

After students graduate, they will receive a bachelor of arts degree in international business and the Licenciatura en Negocios Internationales.

Career opportunities for someone with a dual degree can include U.S. Customs, import and export administration, international sales and trade.

Funding for the MEXUS program is through the U.S. Department of Education. After it runs out, Castillo hopes the different universities will be able to take over funding.

"Hopefully all of the universities will be committed to the challenge," Castillo said. "There is a lot of interest from the student population."

EL LATINO
San Diego
VERIFIED AUDIT CIRCULATION
Vol. VIII - Edición 40
SAN DIEGO'S LEADING HISPANIC NEWSPAPER
Octubre 20-26, 1995

MEXUS, formando un futuro sin fronteras

Por Lillian Urbanski

A la altura de las exigencias actuales, ha surgido recientemente una licenciatura a nivel internacional, que otorga título a los estudiantes con el reconocimiento de México y también de Estados Unidos.

Los primeros que se han inscrito en esta licenciatura binacional, están siendo los pioneros de una forma de educación que contempla el mundo integrado por bloques que caracteriza a la era moderna.

Hoy es el turno de Lillian, una destacada estudiante mexico-americana quien tiene una interesante y valiente historia para contar, que nos demuestra que los sueños se alcanzan.

" Mi padre es americano de padres polacos, mi madre mexicana y yo soy el producto de tal mezcla. Me considero mexico-americana. La razón: llevo mezclados en mí, valores e ideas de ambas culturas.

Pasa a página 2

Grupo de estudiantes del programa MEXUS

MEXUS

Viene de la primera página

Desde niña tuve hambre por aprender y por tomar la responsabilidad de llevarme a mí misma al punto más alto al que pudiera tener acceso.

Perseguir tal sueño no ha sido fácil, mi familia se desintegró cuando contaba con seis años de edad, en gran parte por el choque cultural de mis padres, quienes cada quien por su lado consideraban su cultura como 'la mejor' y en parte también por su choque de personalidades.

Mi madre regresó a Tepic, Nayarit, en México, con su familia y ahí fue donde viví junto con mis 7 hermanos la mayor parte de mi niñez.

Después de pertenecer a la clase media, la mala administración de una madre abusiva que no podía lidiar con sus propias emociones nos llevó a la pobreza más increíble.

Así conocí las dos caras de la moneda de la vida; así conocí como sienten los de "abajo" y los de "arriba". Quizá con dichos antecedentes era de esperarse el fracaso de un matrimonio de donde surgieron tres niñas: Indra, Hari y Krishna de 9, 7 y 6 años respectivamente.

La menor vive conmigo y las otras dos con su padre, por supuesto sin mi aprobación. ¿Recuerdan lo que mencioné acerca de que luchar por los sueños no es fácil? Yo he pagado con lágrimas de sangre mi "atrevimiento", con la pérdida de mis dos nenas.

Dos hijas a cambio de recobrar mi dignidad de mujer y de ser humano, dos hijas a cambio de luchar por lo que creo. Una herida que todavía duele y que hasta hoy me causa insultos aquí y allá de gente que no comprende lo que ellos llaman 'mi falta de autosacrificio y de abnegación como madre'.

A ellos les contesto si saben cuan repugnante es tener que compartir el lecho con aquél que insulta, que golpea y que amenazaba con robarse a unas niñas de las que asegura no ser el padre, fueron años en los que casi pierdo mi estabilidad mental y con los cuales ya no pude continuar.

Un día, decidí luchar por mí y por ellas y en mi lucha las perdí; sin embargo no pierdo la esperanza de que volverán a mí algún día y entonces encontrarán a una madre de la cual podrán sentirse orgullosas porque pudiendo sentarme a llorar, decidí seguir luchando por ellas ya sin abogado, cortes o dinero, pero con ejemplos, con miles de ejemplos.

Vine a este país porque me negué a vivir siendo la extensión de un hombre, siendo su sombra, porque reclamé el derecho de vivir mi propia vida, porque me declaré un ser pensante y creativo, por todos esos 'crímenes' mi país no me protegió, en aquel sistema patriarcal no había lugar para mí.

Vine aquí 'desnuda' y llena de heridas, como venimos todos, a luchar, a construír una nueva vida, una vida mejor y la encontré. Mi Southwestern College querido fue el ángel de la guarda que me guió a través de un largo camino, desde el programa de ESL (Inglés como segunda lengua), hasta clases regulares complementadas con todo tipo de conferencias, principalmente acerca de temas sicológicos que fueron de gran ayuda para mí.

Recibí de ellos libros, guardería para mi nena, comida, dinero, educación, pero más que nada autoestima y reconocimiento.

Exactamente lo que necesitaba para llegar hasta donde estoy ahora, en San Diego State University y teniendo el honor de formar parte del programa bilateral MEXUS.

MEXUS es otra bendición de Dios, que me llevó de regreso a México, pero ahora 'pisando fuerte', reconocida como una estudiante de honor.

Me llevó no a su preparatoria, nivel que dejé inconcluso allá, sino a su universidad, a la mitad de una de sus nuevas carreras: Negocios Internacionales, a la Universidad Autónoma de Baja California. Gracias a este programa, obtendremos una licenciatura de México y otra de Estados Unidos, un sueño hecho realidad. Allí me he ido reconciliando poco a poco con mi amado México, ahora que gracias a mi querida América, si señor, mis dos amores tan diferentes entre sí. Somos mexico-americanos, una raza nueva, del futuro, de ese futuro sin fronteras que MEXUS junto con otras organizaciones mundiales ha vislumbrado, somos los encargados de reconciliar nuestras culturas. ¿Quién si no nosotros que conocemos y amamos a ambas?"

Working together, Michael Hergert, professor of management in the College of Business Administration, and Alvord Branan, professor of French in the College of Arts and Letters, obtained a grant from the U.S. Department of Education to establish CIBER (The Center for International Business Education and Research) and launch the Bachelor of Arts in International Business degree program.

This rigorous program is both demanding and in demand. With over 750 students, it is the largest undergraduate program of its kind in the nation.

To satisfy the degree requirements, students must complete four years of language study, an international business internship, a solid core of business courses, and a concentration of liberal arts courses focused on a regional and cultural emphasis.

"It really touched a nerve with students," says Hergert, co-director of CIBER with Branan and also associate dean of the Graduate School of Business. "They've heard about the economy changing and the globalization of world markets. They appreciate the program's combination of practical training – which means jobs – and liberal arts education which gives them the language skills and cultural background they will need."

Interest in international business also spawned an innovative new program, MEXUS, a binational, dual-degree program offered by SDSU in partnership with Southwestern College and two Mexican institutions. Upon completion of two years of study in the United States and two years in Mexico, students receive university degrees from both nations. "MEXUS graduates will be uniquely qualified," says Hergert, "for careers in the emerging North American free trade market."

The Daily Aztec September 26, 1995

• **The MEXUS Program** – The first binational, undergraduate dual-degree program in the United States will offer a free orientation meeting at 3 p.m. tomorrow in the Student Services building, Room 2501. Topics discussed will include: program requirements, study abroad, curriculum and application procedures and deadlines. For more information, please contact Teresa Donahue at 594-7297 or visit the MEXUS Program office in the Business and Mathematics building, Room 427.

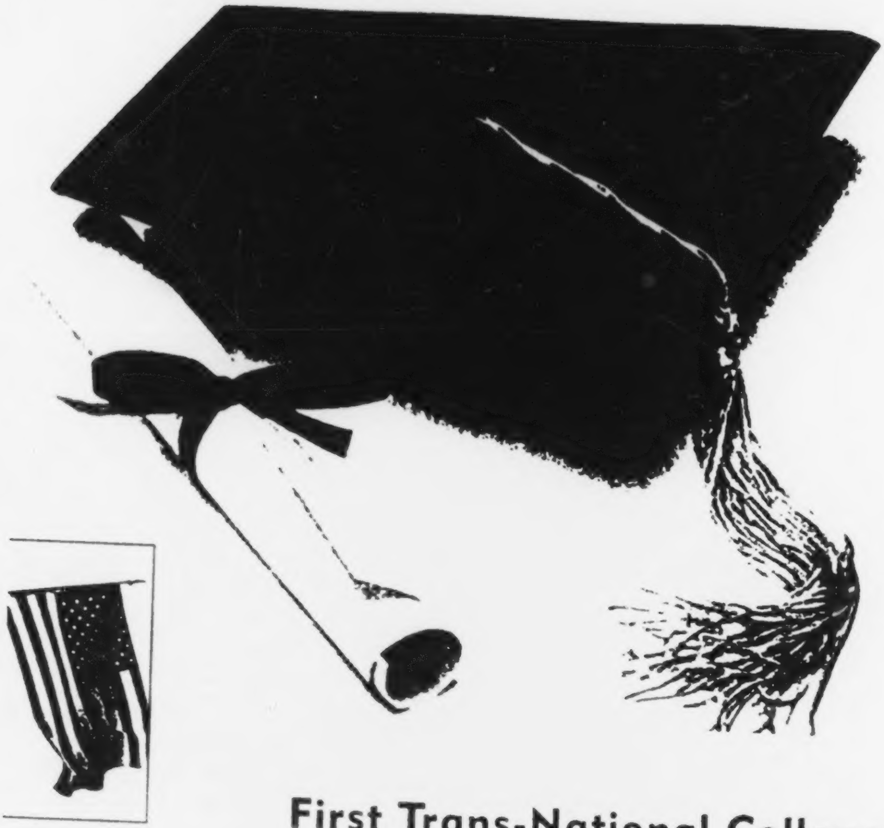
Globalization

The College continues to build its highly successful programs and to be recognized as a world-class center of excellence in International Business.

MEXUS, the first undergraduate, dual degree, binational business program in the nation completed its first year with participating students studying at their home campuses. Students will spend this year and next year studying abroad at a participating host campus in either Mexico or the U.S. When they graduate they will earn two degrees, one from a Mexican university and one from a U.S. university. This grant-funded program is acknowledged as a model of innovation in the international education arena.

CIBER, one of only 27 nationally funded Centers for International Business Education and Research, is now in its third three-year funding cycle and continues to provide resources for a highly popular undergraduate degree program in International Business. The major combines business courses with language and area studies to develop the expertise needed to successfully conduct business in the U.S. and abroad.

CIBER also sponsors faculty research and travel, as well as a monthly Global Issues Forum to acquaint faculty with issues in international business.



First Trans-National College Degree Program

Begun in 1994, MEXUS is the name given to a binational college degree program where students can earn two college degrees from two different countries. It is the first trans-national degree program of its kind between the United States and Mexico. Its purpose is to graduate business and civic leaders with academic credentials from both countries. Students spend two years of study at San Diego State University or Southwestern College (also in San Diego), followed by two more years in Tijuana at the Centro de Ensenanza Tecnica y Superior, or at the Universidad Autonoma de Baja California. After completing four years of study, students earn an International Business degree from San Diego State University and the Licenciatura en Negocios Internacionales.

Congratulations to the following nominees for the "San Diego Women Who Mean Business" Awards

Order Your Tickets NOW!

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Sandra (Sandy) Arledge
Far West Farms
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Stacy Armstrong
UTC
Donna Ashley
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MAINSTREAM (Magazine of the Able-Disabled)
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Deborah Marshall
Debmark, Inc.
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Scripps Clinic La Jolla
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Port of San Diego
Nancie G. Vann
The Adcentive Group
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Epilepsy Society of San Diego County
Cari Lyn Vinci
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Sharp Hospital
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Susan Wilkie
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San Diego Unio[illegible]une
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Dolores Wozniak, Ed.D.
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Nautilus Pavilion at Sea World, 1720 South Shore Road, San Diego
For additional event information see ad on page 30.

SOUTHWESTERN SUN
Southwestern College's Student Newspaper
Tuesday, April 4, 1995
Volume 37 Issue 4

MEXUS helps students on both sides of border

By Karla Martinez
Staff Writer

The MEXUS program helps international business students at Southwestern College earn degree on both sides of the border, from Mexico and the U.S.

This program provides an opportunity for the students to experience both cultures and to improve their language skills. It also prepares students to succeed in the international marketplace.

Southwestern College, San Diego State University, the Center of Technical and Higher Studies in Tijuana (CETYS), and the Tijuana campus of the Autonomous University of Baja California (UABC) are the schools participating in this program.

This program is supported by a grant called the Fund for the Improvement of Post Secondary Education,given by the U.S. Department of Education.

According to Victor Castillo, MEXUS program coordinator at Southwestern, the program started last semester with an enrollment of 10 students from UABC and CETYS and 10 students from SDSU and SWC .

Castillo said, "This is an opportunity for students to acquire first-hand experience on both sides of the border."

He also said that this experience help students better understand the culture and business systems in both Mexico and the U.S.

According to Castillo, students will receive a dual diploma in a business-related major from either UABC or CETYS, and one from SDSU, by studying two years at either SWC or SDSU plus two years at UABC or CETYS.

Some of the career opportunity the MEXUS program offers students include hotel management, import and export administration, insurance, marketing, and international law.

This program will restart in the fall semester of 1995. To be eligible, the student must be enrolled in an international business major and have a grade point average of at least 3.0.

The student must also pass a Spanish test administered by SDSU and go through a bilingual interview.

The student must submit either high school transcripts or current SWC transcripts, and two letters of recommendation, either from a professor or relative to Victor Castillo's office.

For more information, his office is located in the Economic Development and Customized Training Division, in the 1600 building.

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LA CONEXION LOCAL
EL LATINO
San Diego
VERIFIED
Vol VIII · Edición 3
SAN DIEGO'S LEADING HISPANIC NEWSPAPER
Febrero 3 - 10, 1995

En preparación para negocios sin fronteras

Programa Mexus: para los profesionistas del futuro

No solamente las industrias y empresas tienen que prepararse para los nuevos mercados y formas de comercio que se han abierto con el Tratado de Libre Comercio o NAFTA, por sus siglas en inglés, también las universidades están adecuando sus planes de estudios para la preparación de profesionistas que respondan a las necesidades de los nuevos tiempos.

Proyecto MEXUS: en preparación de negocios sin fronteras

Bajo ese contexto, MEXUS, es un innovador programa de estudios a nivel internacional que preparara a los estudiantes para que pueden desempeñarse profesionalmente en un mercado cada vez más globalizado.

El programa fue diseñado por el Dr. Hergert Branan, Jefe del Programa de Negocios Internacionales, pensando en personas que estudien ...

VEA PAG. 3

Mexus

Continúa de la portada

dos años en Estados Unidos y 2 años en México, recibiendo un grado de ambos países: The Bachelor of Arts in International Business y la licenciatura en negocios internacionales.

El programa Mexus, está coordinado actualmente por la Lic. Teresa Cisneros-Donahue y las universidades participantes son San Diego State University (SDSU), Southwestern College (SWC), Centro de Enseñanza Técnica y Superior (CETYS) y la Universidad Autónoma de Baja California (UABC).

En entrevista para El Latino, la Lic. Cisneros, señaló que los estudiantes pueden iniciar su programa de estudios en cualquiera de las cuatro escuelas, por lo que se cuenta con 6 planes de estudios que se adecúan a las necesidades de los estudiantes.

Las áreas de estudio son: negocios, idioma y estudios culturales regionales, por lo que se requiere un nivel de conocimiento del idioma del país en donde se estudiará de "intermedium high".

La Lic. Cisneros, Coordinadora de este programa y egresada a su vez de la licenciatura en Negocios Internacionales de San Diego State, señaló que el programa inició en otoño del año pasado con la participación de 16 estudiantes. Y señaló que aunque se ha empezado con el área de negocios internacionales, ya se está trabajando con hacer algo similar en el área de ciencias.

El programa de MEXUS cuenta con un apoyo económico de 257 mil dólares del Departamento de Educación de Estados Unidos y la oficina del Canciller del Sistema Universitario de California, apoya su desarrollo permanente.

El programa ha captado un gran interés entre los estudiantes latinos, por lo que si usted está interesado en ser pionero de una licenciatura internacional, póngase en contacto con la Lic. Teresa Cisneros, al (619) 594-4501.

In The News

Selected SDSU News Coverage – April [illegible]

Compiled by University Communications – Rick Moore, Director

In the News

Hispanic Magazine

SDSU's MEXUS program received coverage in the national *Hispanic* magazine in March. A story in the "Collegiate Trailblazers" column summarized the program and its benefits to students. A color photo pictured the 1995 class.

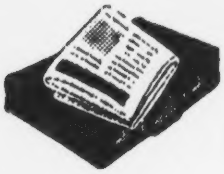
inside

COLLEGE OF BUSINESS ADMINISTRATION

SAN DIEGO STATE UNIVERSITY

April/May 1996

MEXUS, our binational degree program, was featured in an article with a color photo of the student in the March issue of Hispanic, a monthly national magazine.



CBA CONNECTION

October, 1996 Volume 2 Issue 2

A CENTURY OF LEARNING
1897-1997
SDSU

Academic Exchange Program Bridges NAFTA's Borders

Presenting a business plan in springtime Quebec and conversing in Spanish with fellow business students in Mexico are just two exciting opportunities for international business majors enrolled in a pioneering trilateral academic exchange program here at SDSU.

Starting this fall, Project North America **offers undergraduate and graduate university business students at SDSU the chance to study and work in NAFTA countries for two semesters while earning academic credit towards the completion of their degrees.** Project North America adds to the opportunities already available to SDSU's international business students through the two-year old Mexus program.

Project North America is a trilateral academic program among six universities in Canada and Mexico and the United States. Project North America is funded by a $103,000 three-year grant which **provides students with a $3,000 stipend to cover the costs of two semesters of study abroad.**

The Mexus Program operates as the first undergraduate, binational dual degree business program between four universities in the United States and Mexico. Students enroll as International Business majors and **earn university business degrees from both nations.** The Mexus program will graduate its first class in 1997.

Both Mexus and Project North America are new opportunities for students eager to explore the academic, cultural and business environment of the different NAFTA nations. Students enrich their business knowledge and language skills, as well as their understanding of the business relationships. The combination of efforts between students and universities help create stronger cultural and economic ties among the NAFTA countries.

Contact Claudia Allen, the International Business Advisor, at 594-3008 for more information

*Crossing*Borders

NEW PROGRAMS EMPHASIZE GLOBAL VIEW

Imagine attending college for a little more than four years and graduating with two degrees from two different countries. Impossible? Not for students who are selected for SDSU's innovative MEXUS/Women's Studies program.

Through an agreement between SDSU and the Universidad Autónoma de Baja California (UABC), students from the United States and Mexico will spend two years in each country completing work on their degrees, including extensive internships in both countries. When they graduate, they will have a degree in Women's Studies from SDSU and a degree in either Sociology or Economics from UABC. They also will have invaluable language skills and cultural understanding.

"This program represents everything that the College of Arts and Letters is about," says CAL Associate Dean Kathleen B. Jones, who, along with MEXUS program coordinator Teresa Cisneros Donahue, designed the program. "It is cross-cultural, it is interdisciplinary, it trains students for a socially,and technologically complex world, and it enables them to learn how to become active shapers of the global environment."

The program is recruiting students to enter the first class in Fall 1997. For more information, contact Donahue at (619) 594-7297, or e-mail her at mexus@mail.sdsu.edu.

Another new major that stresses interdisciplinary studies and global understanding is International Security and Conflict Resolution (ISCOR).

The result of a decade of planning and cooperation between three colleges—Arts and Letters, Sciences, and Professional Studies and Fine Arts—this major is the first of its kind in the country. ISCOR students take courses from many departments—including Mexican American Studies, public administration, the sciences and foreign languages—and complete an internship or a senior thesis. A foreign exchange program is also available.

"We were surprised by the number of students who already have declared the major," says David Johns, ISCOR academic advisor and a professor in the Department of Political Science. "There are 17 of them. A few of them even postponed graduation so that they could declare this major. That's commitment."

The students typically have considerable international experience, Johns says. "They share a passion for language and cross-cultural understanding, and a desire to find innovative solutions to conflicts in the world."

For more information about ISCOR, call 594-6240 or 594-4067, or visit ISCOR on the web at http://www.sdsu.edu

San Diego-Tijuana Economic Region

International Business NEWS

Región Económica San Diego-Tijuana

Volume 1 Number 3 November 1996

San Diego State University's International Business program: designated as a "national center of excellence."

By Eugene Conrad

The U.S. Department of Education has designated San Diego State University's International Business Program (Bachelor of Arts) as a Center for International Business Education and Research (CIBER). In the process, it joins twenty-five other universities as a "national center of excellence," joining the ranks of CIBER's in such distinguished learning institutions as Duke, Columbia, Brigham Young and Thunderbird Universities. In addition, SDSU is one of only six other schools which have been so designated every year since 1989!

The first ever undergraduate international dual-degree program in the United States was also established by SDSU. The *MEXUS* program requires students to study a minimum of two years each in the United States and Mexico. In Mexico, students can choose to study either at the Centro de Enseñansa Técnica y Superior (CETYS) or at the Universidad Autónoma de Baja California (UABC) both of which are located in Tijuana. After successfully completing their studies students are awarded with the *Bachelor of Arts in International Business* from San Diego State University and the *Licenciatura en Negocios Internacionales* from Mexico.

One of the newest additions to SDSU's unique International Business Programs is the *Project North America*. This special program of study concentrates in all three of the current NAFTA countries: Canada, Mexico and the United States. The program allows participating students to study one semester each in Canada and Mexico as well as to complete an internship in each of those countries.

Different Programs with emphasis in various languages and there perspective regions are also offered at SDSU. Languages offered include: Chinese, English, French, German, Italian, Japanese, Portuguese, Russian and Spanish.

SDSU's, now renowned, International Business Program started with Professors Branan and Hergert's liberal arts/business collaboration in 1986 by initiating an experimental major program in International Commerce – which, in 1989, became the "free-standing" interdisciplinary major in International Business. SDSU's International Business Program is now the largest of its kind in the United States with Dr. Alvord G. Branan and Dr. Michael L. Hergert serving as Co-Directors of the SDSU CIBER.

For more information on SDSU's International Business Programs contact Claudia G. Allen, Academic Advisor, by phone at 619/594-3008 or by E-mail at callen@mail.sdsu.edu. **IBN**

Programa de Negocios Internacionales de San Diego State University: designado como un "centro nacional de excelencia"

Por Eugenio Conrad

El Departamento de Educación de EE.UU. ha designado al Programa de Negocios Internacionales de San Diego State University como un Centro para la Educación Comercial Internacional e Investigación (CIBER). En el proceso, se une con veinticinco otras universidades como un "centro nacional de excelencia," uniendo las líneas de CIBER en tales instituciones de aprendizaje distinguidas como las Universidades de Duke, Columbia, Brigham Young y Thunderbird. ¡Además, SDSU es una de sólo seis otras escuelas que han sido designadas cada año desde 1989!

SDSU también estableció El primer programa de grado-dual internacional en los Estados Unidos. El programa de *MEXUS* exige que participantes estudien un mínimo de dos años cada uno en los Estados Unidos y México. En México estudiantes pueden estudiar en el Centro de Enseñansa Técnica y Superior (CETYS) o en la Universidad Autónoma de Baja California (UABC), las dos escuelas estan localizadas en Tijuana. Después de completar sus estudios participantes reciben el *Bachelor of Arts in International Business* de San Diego State University y la *Licenciatura en Negocios Internacionales* de México.

Una de las adiciones más nuevas a los Programas únicos de Negocios Internacionales de SDSU es el *Project North America*. Este programa de estudio se concentra en los tres países de NAFTA: Canadá. México y los Estados Unidos. El programa permite que estudiantes estudien un semestre y completen un internado en Canadá y México.

Programas diferentes con énfasis en varios idiomas y sus respectivas regiones también se ofrecen en SDSU. Idiomas diferentes incluyen: chino, inglés, francés, alemán, italiano, japonés, portugués, ruso y español.

El programa de Negocios Internacionales de SDSU empezó con la colaboración de negocios y artes liberales en 1986 por los Profesores Branan y Hergert – comenzándo un programa experimental en Comercio Internacional – qué, en 1989, se convirtio en la carrera interdisciplinaria de Negocios Internacionales. Este Programa ahora es el más grande de su tipo en los Estados Unidos, con el Dr. Alvord G. Branan y el Dr. Michael L. Hergert sirviendo como Co-directores del SDSU CIBER.

Para más información sobre los Programas de Negocios Internacionales de SDSU comuniquese con Claudia G. Allen, Consejera Académica, por teléfono al 619/594-3008 o por E-mail, callen@mail.sdsu.edu. **IBN**

MEXUS

CETYS selecciona a la siguiente generación de MEXUS

**En otoño de 1996 nueve estudiantes participarán en el programa MEXUS*

EL PASADO viernes 8 de marzo se llevó a cabo la primera reunión anual del programa MEXUS, en la cual estuvieron presentes el Lic. Enrique Núñez, Director Académico de CETYS Universidad, en representación del Ing. Rodrigo Gutiérrez, la Lic. Teresa Cisneros Donahue, Coordinadora de MEXUS en la Universidad Estatal de San DIEGO (SDSU), el Lic. Gustavo Muñoz, Coordinador de MEXUS por la Universidad Autónoma de Baja California (UABC), así como alumnos de las distintas generaciones de MEXUS.

Para Otoño de 1996 nueve estudiantes pertenecientes a nuestra máxima casa de estudios, de la Licenciatura en Negocios Internacionales, se incorporarán al programa MEXUS, ellos son:

Nombre	Promedio
[illegible] Sandoval Faviola	9.0
[illegible] Salazar A. Alexis	9.5
[illegible] D. Marlene	9.8
[illegible] Padilla Ivan	9.5
[illegible] Hernández Alba Luz	10
[illegible] Fco. Javier	9.8
[illegible] Pérez A. Verónica	9.0
[illegible] Rivas V. Manuel	9.5
[illegible] Rosas B. Elizabeth	10

El programa MEXUS, brinda la oportunidad a los estudiantes participantes, de obtener experiencia universitaria en Estados Unidos; recibir instrucción académica por maestros sumamente especializados y amplia experiencia a nivel internacional; aprender sobre otra cultura; perfeccionar el idioma inglés, aprovechar la tecnología que les permita enfrentar los cambios del mercado internacional; ser embajadores de CETYS y lo más importante obtienen dos grados académicos: el Titulo de International Bussines Major por parte de San Diego State University y el de Licenciado en Negocios Internacionales por el CETYS, simultáneamente.

El programa de intercambio opera de la siguiente manera: los dos primeros semestres los estudian en CETYS y el tercer semestre se van a Southwestern College (SWC), para cursar siete materias de las cuales cuatro se revalidarán en CETYS. La razón de cursar dichas materias en SWC,es porque el estudiante extranjero requiere estudiar materias de educación general antes de inscribirse a la universidad. Los semestres séptimo y octavo los cursan en San Diego State University por tiempo completo.

Es importante también dar a conocer que la Carrera tendrá su primera generación de Licenciados en Negocios Internacionales el próximo verano de este año; sin duda la aportación que hará CETYS a la sociedad Baja Californiana, principalmente para el sector empresarial exportador, será de un gran beneficio, ya que con la formación de estos nuevos profesionistas, en donde la competitividad, idiomas, y conocimientos de los avances tecnológicos, serán las herramientas fundamentales para ayudar a que México participe con mayor seguridad, agresividad y competencia en la globalización mundial de los negocios internacionales.

vocetys
Voz informativa del CETYS Tijuana

Le Prof

Alvord Branan's love of French translates into a very successful business program.

by Wayne Gamble

Alvord Branan loves all things French. So much so that as a business undergraduate, he gave it all up to pursue a career in the French language.

"I was originally interested in learning Japanese," explains Branan. "The school I went to didn't offer any Asian languages, however, and suggested I take French because of its wide use in Indonesia. I did, and became so enamored with the language and culture that I didn't look back."

The French, it seems, love Alvord Branan, too. In 1993, the French Minister of Education awarded the SDSU French professor the Chevalier dans l'Ordre des Palmes Académiques, an honor reserved only for those citizens and friends of France held in the highest regard.

Branan earned his bachelor's degree in business administration from the University of Florida, and a Bachelor of Foreign Trade at the American Graduate School of International Management. He received his MA from the Middlebury Graduate School of French in France, and earned his Ph.D. from Tulane University. Although he shed the business suit in his pursuit of French language and culture, Branan's original interest eventually drew him back.

"I met [business professor] Michael Hergert at a student organization meeting. As a matter of fact, a meeting of students interested in international business," he recalls. "We both wanted to build a bridge between the College of Arts and Letters and the College of Business Administration. Since then, everything has just clicked into place."

That may be an understatement. The international business program he and Hergert created now has the highest undergraduate enrollment of any program of it's kind in the nation, and serves as a model to other institutions. For his pioneering work in the creation of this program and his continuing contributions to French academia, the SDSU Alumni Association recently honored Branan with the 1994 Grand Award for Outstanding Faculty Contributions.

Branan and Hergert began SDSU's International Business Program as a special study major that grew out of the French program that emphasized both language and business skills. However, they soon realized that student demand was becoming overwhelming and approached the University about creating a separate degree in international business. "As a matter of fact, the University broke precedent by accepting majors into the program before it had even appeared in the catalog," says Branan.

Branan's efforts managed to catch the attention of the U.S. Department of Education. As a result, SDSU was designated one of the nation's 25 Centers for International Business Education and Research (CIBER). CIBER funds helped to establish the SDSU Department of International Business and to support its special programs. For example, one such program sends American teachers of French to Strasbourg to study business French.

"We have to be realistic and emphasize areas of student demand," he says. "Currently, the highest demand language is French. It is beginning to turn toward Spanish, because of our geographic location. Japanese and Chinese are also growing, and our exchange and certification programs may turn in that direction in the future."

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Building Bicultural Business Bridges

San Diego State University (SDSU) is building academic bridges between the U.S. and Mexico with MEXUS, an educational exchange program. Launched in fall 1993, MEXUS allows international business undergraduates to study in San Diego and Tijuana. The program was established to immerse the students in the language and culture from each country.

"In Tijuana, the students are much more open and welcoming. It's not as isolating like San Diego. The teacher also helped me out a lot," said Luis Omar Hernandez, a senior in the program.

"There are few clubs and organizations in Tijuana because they don't need that extra entity to socialize. In the U.S., you do because we need to create a social outlet," said Sean Quigley, a international business junior.

Students study two years at SDSU or Southwestern Community College and two years in Tijuana, either at Centro de Enseñanza Técnica y Superior (CETYS) or Universidad Autónoma de Baja California. Students also have professional internships.

"I had an internship at Centro Nafin. I learned a lot of proper business etiquette and the managers were very helpful," Hernandez said.

MEXUS students graduate with two degrees, a BA in international business from SDSU and a Licenciatura en Negocios Internacionales from one of the universities in Tijuana. Funding is provided by a three-year grant of $257,000 from the U.S. Department of Education

1995 MEXUS class presentation.

ED>Net

Volume 9
Number 1
January 1996

JAN 26 1996

connections

The Quarterly Update of the California Community College Economic Development Network

BORDERING ON INTERNATIONAL ACADEMICS

Conceived four years ago and born of a dream of U.S. and Mexican professors who envisioned a revolutionary higher education program, MEXUS evolved. With its dual degree program, MEXUS teaches students skills to compete in a globalized marketplace.

International business undergraduate education has suddenly taken on a new partnership dimension that includes Southwestern College, San Diego State University, Centro de Ensenanza Tecnica y Superior and the Universidad Autonoma de Baja California. While students may enter the program at any of the four colleges, a minimum of two years must be spent in both Mexican and American institutions. Participants graduate with a Bachelor of Arts in International Business and Licenciatura en Negocios Internacionales.

Held at Centro Cultural Tijuana, the reception kicking off the 1995 academic year honored those who make the program possible, including the students, who commented...

> "I'm experiencing education from both sides of the border. The curriculum, though very different, is broad-based, very challenging, not to mention exciting," said Carlos Campos, a student from the program's first class generation. Carlos entered the program through Southwestern College, specializing in banking and finance.

Lillian Urbanski, beginning her second year in the MEXUS program commented, "There are many students who are not aware of the opportunities that are available. I am a great admirer of the program and believe it has a great future." Lillian plans to return to Southwestern College as an instructor.

MEXUS graduates, trained to understand international issues such as regional ecology and border congestion, are becoming new international leaders, well versed in each others business, language and culture, a kind of ambassador. As Joseph M. Conte, Superintendent/President of Southwestern Community College expressed, "The program serves as an excellent model for international educational cooperation."

For more information contact ED>Net **(800) 344-3812** or Southwestern College, MEXUS Program **(619) 421-6700 x 5319.**

CENTER FOR U.S.-MEXICAN STUDIES
University of California, San Diego

WHO'S WHO

IN SAN DIEGO/TIJUANA CROSS-BORDER AFFAIRS

1996

Institution San Diego State University (SDSU) - MEXUS Program

Director-President: Lastname Hergert, and Branan

Director-President: Firstname Mike, and Alvord

Title Program Codirectors

Contact Person: Lastname Donahue

Contact Person: Firstname Teresa

Address 1 5500 Campanile Dr.

Address 2

City San Diego **State** CA **Zip** 92182

Tel. 1 (619) 594-7297 **Tel. 2** **FAX** (619) 594-7738

E-Mail MEXUS@mail.sdsu.edu

Description of Cross-border Activities MEXUS is a transnational dual degree program. It is a partnership between SDSU, Southwest College, the Centro de Enseñanza Técnica y Superior (CETYS Universidad), and the Universidad Autónoma de Baja California (UABC). Students spend two years studying in San Diego and two years studying in Tijuana and receive degrees in international business from both universities.

Classification: Colleges and Universities

SAN DIEGO-TIJUANA SISTER CITIES SOCIETY

N·E·W·S·L·E·T·T·E·R

Winter 1995

Volume 03 Number 1

Addressing Border Issues

MEXUS: First Binational Degree Program

MEXUS is the first undergraduate transnational dual degree program established in the U.S. and Mexico. Jointly sponsored by SDSU, Southwestern College, Centro de Enseñanza Técnica y Superior (CETYS) and Universidad Autónoma de Baja California (UABC), the MEXUS program requires students to spend a minimum of two years in both the U.S. and Mexico. Upon completion students receive a university degree from both nations.

MEXUS graduates will be uniquely qualified for careers in the emerging North American Free Trade market, receiving language and cultural training, as well as in-depth business skills.

For more information about this program, contact Teresa Cisneros Donahue, MEXUS Program Coordinator, at 619/594-7297.

THE SAN DIEGO UNION-TRIBUNE ■ THURSDAY, JANUARY 30, 1997

NEIL MORGAN

These grads seek the best on two sides of our border

Whatever happened to . . . ? The people and events that the media touch — and often make readers and viewers care about — slip too quickly from memory. Was it something worth caring about? Did it work out? Did she make it? Did he get it finished?

The daily deadline pressures of broadcast and print news don't allow enough of that long, satisfying perspective. Yet such continuity goes to the core of community caring. The quick fix of the sound bite is a self-centered stimulus, as disposable as a tissue and about as useful.

But we try. Here's a reassuring fresh look at a group of students I cared a lot about after I spent a January day in 1994 with Teresa Cisneros-Donahue ("Border pioneers: The grads of MEXUS '98").

Teresa had been a college student in Mexico City when earthquakes shook that city in 1985, leaving more than 4,000 dead. If she was going to live in earthquake country, she reasoned, she might as well move north and finish school in California. She won a degree in international business at San Diego State, and went on from there for her master's.

She blends the flashing zeal of the Mexican with the cool, innovative skills of the Californian. At State she became coordinator for MEXUS, an educational exchange program with one of those rare acronyms that make immediate sense. MEXUS appears to be the first transnational degree program between the United States and Mexico.

Now the first two students have graduated early, winning credit for semesters of studies prior to MEXUS. They are Carlos Campos and Luis Omar Hernandez, both U.S. citizens. Like others, they spent two years living and studying in Tijuana and two at SDSU and Southwestern.

Both are going into interviews with traditional U.S. bachelor's degrees in international business. But eyebrows rise over their resumes. They are the first students along this border to flash dual degrees. In Tijuana, CETYS (Centro de Enseñanza Técnica y Superior) calls its equivalent degree the *licenciatura en negocios internacionales.*

MEXUS students are uniquely qualified for border jobs, for they have lived and studied half of their college years on each side.

Lillian Urbanski, born in Mexico of Polish heritage and naturalized as a U.S. citizen, will graduate in May.

"It is very hard in the beginning," she says. "There is such huge cultural shock back and forth. Everything is so different. When I came back to San Diego State I got sick, very nervous, at all the change. At CETYS or at UABC (Universidad Autónoma de Baja California), you take more classes, do most work in the classrooms. You have closer relationships with professors and students. Classes are often smaller."

She has learned to think in English as well as in Spanish.

"It helped me to survive. The contrasts in these two cultures are so rich, you have to learn to adopt the best of both. I admire how hard Americans work, how innovative they are, how they lead on so many issues. I love the Mexicans for their spirit, because they survive with everything against them. The State campus is so prosperous I sometimes feel like an over-protected child. The Mexican campuses have so little, but they give so much from the heart."

There were five in that first MEXUS class, and by March four will have graduated. The first Mexican graduate, Carlos Jaramillo, wins his degrees in December.

Now 110 MEXUS students follow in their steps. Universities all over the Americas call and write Teresa to learn how it works. She tells them MEXUS is expanding. It is about to offer a bachelor's degree in women's studies.

At UABC in Tijuana, academicians are debating which department will administer this new degree. For them, women's studies are a new idea from north of the border.

NEIL MORGAN'S column appears Tuesdays, Thursdays and Sundays

SAN DIEGO STATE UNIVERSITY

A HISTORY in WORD and IMAGE

Raymond Starr

MISSION PALISADES
PROPOSED STATE COLLEGE SITE INDICATED BY ARROW OFFERED BY THE BELL—LLOYD INVESTMENT COMPANY
PROPOSED COLLEGE SITE
KENSINGTON PARK
LA MESA
BOSTONIA

Another new program tapping into that location is MEXUS, a pioneering program which will involve allowing undergraduate business students to study two years at SDSU and two years in Mexico, and then to receive two degrees, the SDSU Bachelor of Arts in International Business and the Mexican Licenciatura en Negocios Internacionales.

One of the most exciting new programs developed after the budget cuts was MEXUS, a unique transnational degree program enabling business students to study in both the United States and Mexico, and simultaneously to earn a degree from each country. Cutting the cake at the inaugural ceremony on 29 August 1994 were Jaime Palazon of Southwestern College; Stanley Crockett, Director of International Programs for Centro de Enseñanza Técnica y Superior; Co-directors Michael Hergert and Alvord Branan of San Diego State University; and Luis Nesz, Universidad Autónoma de Baja California.

Part B.

Dissemination Activities

EASTERN MICHIGAN UNIVERSITY

FOURTEENTH ANNUAL CONFERENCE

LANGUAGES AND COMMUNICATION FOR WORLD BUSINESS AND THE PROFESSIONS

Radisson on the Lake Hotel and EMU Corporate Education Center
Ypsilanti, Michigan
April 6 - 8, 1995
Pre-Conference Workshops: April 5, 1995
Special CAL SOPI Workshops: April 7 and 8, 1995
CIBER Business Language Meeting: April 8, 1995

11:00 a.m. - 12:30 p.m.
CONCURRENT SESSIONS (1-5)

SESSION #1: **TRANSBORDER INTERNATIONAL BUSINESS INITIATIVES AT SAN DIEGO STATE UNIVERSITY: MEXUS, VOCI AND BORDERLINK**

Room: Conference Room A Moderator: Alvord Branan

- "The MEXUS Program, An Undergraduate Dual Degree: Preparing for Business Without Borders," **Teresa Cisneros-Donahue**, San Diego State University (20 minutes)
- "A Presentation of VOCI by Its Designer: The Visual-Oral Communication Instrument," **Theodore Higgs**, San Diego State University (20 minutes)
- "The BORDERLINK Program: International Team Research Projects," **James Gerber**, San Diego State University (20 minutes)

SDSU

Office of the Dean
College of Engineering
San Diego State University
5500 Campanile Drive
San Diego CA 92182-1326

(619) 594-6061 FAX (619) 594-6005

AGENDA
SDSU COLLEGE OF ENGINEERING ADVISORY BOARD MEETING
October 5, 1995

- Introductions
  Welcome new Board members - Carol Forrest, William Hebert, Bill Treece

- Approval of Minutes

- Chair's Report - Ivan Fox
  Mexus Program discussion with:
  Dr. Al Branan - Chair, SDSU International Business Program
  Michael Hergert - SDSU Associate Dean of Graduate Programs in the School of Business
  Teresa Donahue - Program Co-ordinator

- Dean's Report - Dr. Pieter Frick

- Pan American Institute of Hiways - Nihad Hussain, Associate Dean

- Department Reports
  a. AE&EM - Allen Plotkin, Chair
  b. CEE - Janusz Supernak, Chair
  c. E&CE - Nicholas Panos, Chair
  d. ME - John Pinto, Chair

- MEP Report - James Dorsey, Director

- Development Report - Dona Barber, Development Director

- Old Business
  Committee Reports
  a. Interim Co-Op Student Programs/Bill Sevier, Chair
  b. High School Student Science Fair - Ivan Fox

- New Business

Agenda

EDUCATIONAL
LEADERSHIP
SEMINAR

TUCSON, ARIZONA

NOVEMBER 8-10, 1995

New Models and Possibilities
for Academic Cooperation in North America

Session F: Room 208 at 2:40

San Diego State University Transborder Collaborative Projects: Southwest Center for Environmental Research and Policy; Borderlink; and, Mexus

Paul Ganster, Director, Institute for Regional Studies of the Californias

San Diego State University Welcomes
Wright State University

Tentative Agenda for Thursday, November 30, 1995

9:00 - Michael Hergert, Associate Dean, College of Business

9:30 - Claudia Allen, International Business Advisor

10:30 - Language Acquisition Resource Center & Ted Higgs

11:45 - Lunch w/Int'l Business Faculty - Faculty Staff Center

2:00 Teresa Donahue, MEXUS Program Coordinator

3:00 Alvord Branan, Michael Hergert and David Earwicker, CIBER

4:00 Catherine Murillo, American Language Institute

Wright State University Faculty:

Prof. Fall Ainina, Finance

Prof. Anna Bellasari, Anthropology

Prof. Marie O'Brien, French

Prof. Barbara Hopkins, Economics

For more information, contact CIBER at 594-6023

SDSU

MEXUS Program
San Diego State University - BAM 427
5500 Campanile Drive
San Diego CA 92182-7734 (USA)

(619) 594-7297
FAX: (619) 594-7738

Agenda for MEXUS Luncheon on Friday, December 15, 1995, at the International Student Center at SDSU, from 12:00 p.m. to 2:00 p.m.

Participants: **U.S. MEXUS students, members of the MEXUS Advisory Board, and the International Business Committee.**

12:00-2:00	Buffet lunch
12:30-12:45	Self-introduction of MEXUS Advisory Board, International Business Committee Members
12:45-1:15	Introduction of U.S. participants in MEXUS Classes I, II, III Note: There will be no more than two students per table. Each student will be introduced by a member of the Advisory Board or the I.B. Committee
1:15-2:00	Individual student testimonials ☺☺☺ best experience/favorite thing はあぬ most challenging experience ♫☼☎ suggestions for the future

THE CALIFORNIA STATE UNIVERSITY

1995/96 PHI BETA DELTA SCHOLARSHIP RECIPIENTS

$1,000 Award

Christopher Brown - 4.0 GPA

- a Ph.D. candidate in Geography who is studying the manner in which human activities impact natural resource bases and the attendant tools for managing and mitigating these impacts. His research focuses on wastewater management policy along the U.S. - Mexico border.

$500 Awards

Maria Carlberg - 3.94 GPA

- a Speech Communication senior from Sweden who is conducting research on foreign student adjustment and acculturation to U.S. society.

Vlatko Dujanic - 3.61 GPA

- an MBA student from Croatia who is conducting a comparative analysis of various privatization models used in Eastern Europe.

Frances Ann Limos - 3.69 GPA

- a junior majoring in Accounting and Japanese who is conducting research on international trade in the Pacific Rim with emphasis on Japan/U.S. investments in Asia.

Christina Nielson - 3.70 GPA

- a junior majoring in International Security and Conflict Resolution who is conducting research on human rights abuses in Haiti.

$200 Awards

Carlos Campos - 3.90

- a junior in International Business who is an inaugural participant in the MEXUS program.

James Clifford- 3.93 GPA

- a graduate in Anthropology who is conducting research on traditional Mangyan culture.

Luis Hernandez - 3.39 GPA

- a junior in International Business who is an inaugural participant in the MEXUS program.

Lori Jones - 3.94 GPA

- a graduate in Sociology who is conducting research on population issues in Latin America.

Carol Lowther - 3.85 GPA

- a graduate in Linguistics who is conducting research on ESL evaluation instruments.

Boris Mathiszik - 3.90

- an MBA student from Germany who is developing business services in China and Europe.

Karla Richards - 3.53

- a senior in Studio Arts who studied in Italy and is earning a certificate in Applied Linguistics/ESL.

Glenn Valenzuela - 3.33

- a Pre-Med junior who plans to study in Spain.

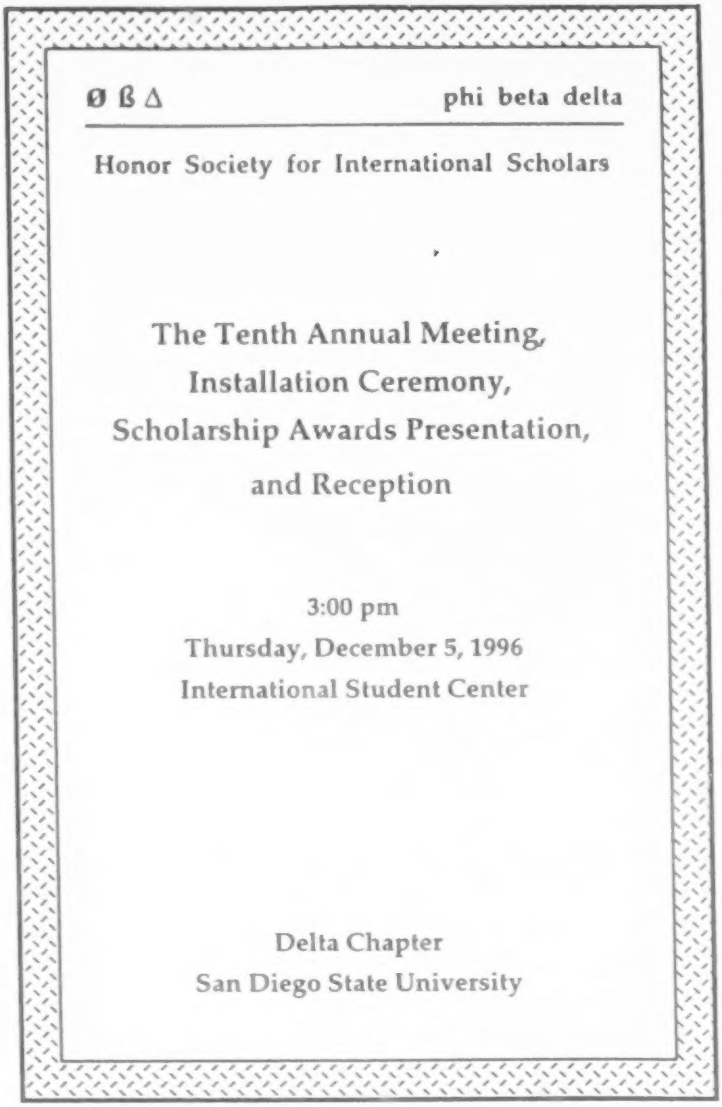
SCHOLARSHIP CONTRIBUTORS

1995/96's scholarship awards totalled $4,600. $280 came from chapter dues paid by the membership and $820 came from donations contributed by the following individuals:

Theo Addo
Paul Bruce
Nona Cannon
Santos Carrasco
Ann Cottrell
Thomas Davies
Inger Davis
Sue Earnest
David Earwicker
Barbara Fredrich
Paul Ganster
Ernst Griffin
Gail Handysides
Barbara Hartung
Ron Himes
Carol Houston
Nihad Hussain
David Johns
Jane Kalionzes
Madu Madhavan
Monte Marshall
Martha McPhail
Ron Moffatt
William Payne
William Rogers
Carole Scott
Jane Smith
Alan Sweedler
Sandra Wawrytko
Catherine Woo

The remaining $3,500 came from annual scholarships funds established by Honorary Members:

Jerry Baker ($2,500) and Su Lin ($1,000)



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Honor Society for International Scholars

The Tenth Annual Meeting,
Installation Ceremony,
Scholarship Awards Presentation,
and Reception

3:00 pm
Thursday, December 5, 1996
International Student Center

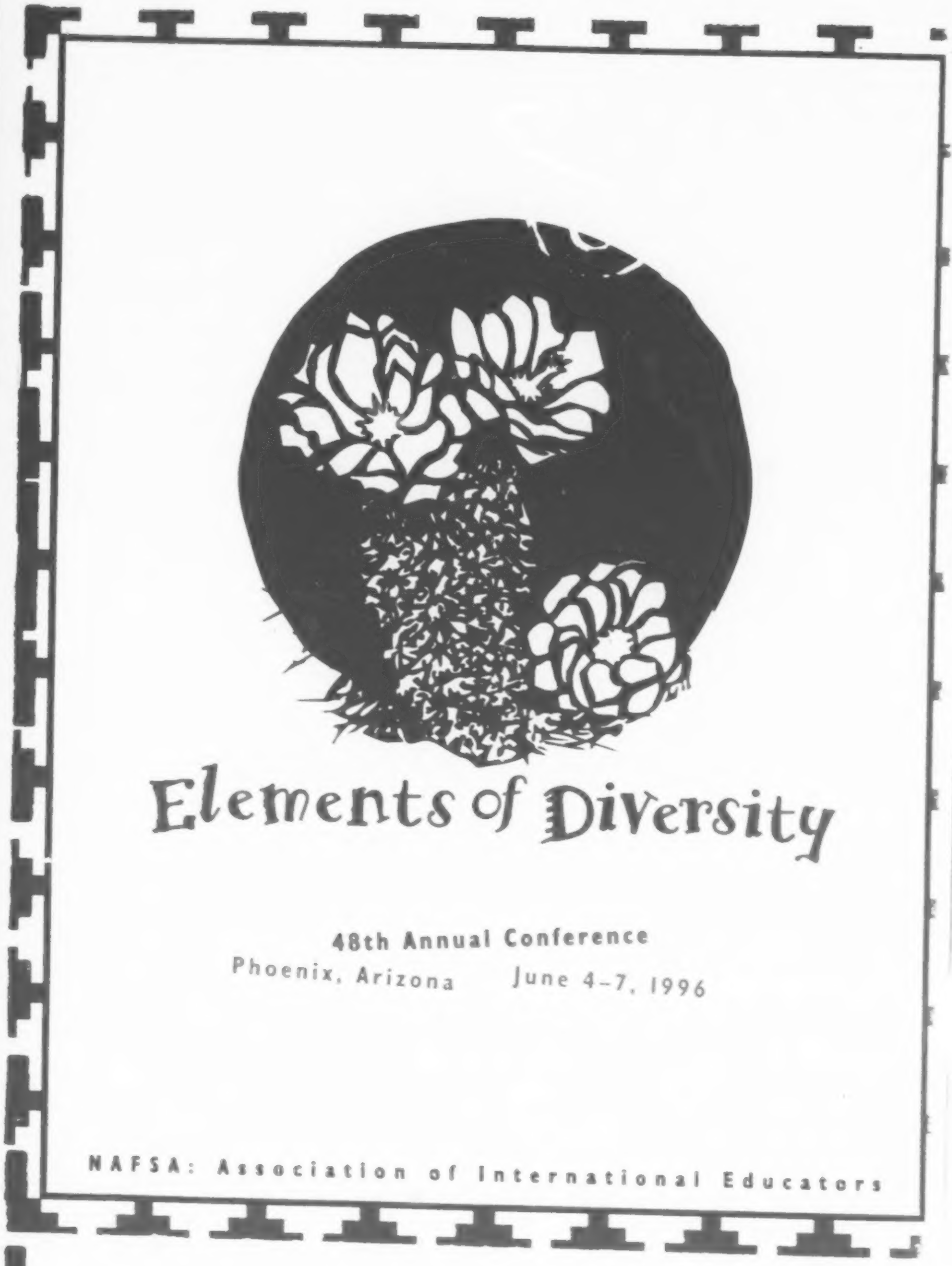
Delta Chapter
San Diego State University

1995/96 ($4,600)

Christopher Brown, Geography - Wastewater management policies along Mexico/U.S. border.
Maria Carlberg, Speech Communication - Foreign student adjustment/acculturation.
Vlatko Dujanic, Business Administration - Comparative analysis of privatization models in Eastern Europe.
Frances Ann Limos, Accounting and Japanese - U.S./Japan investment issues.
Christina Nielson, International Security & Conflict Resolution - Human rights abuses in Haiti.
Carlos Campos, International Business - Inaugural participant in MEXUS.
James Clifford, Anthropology - Traditional Mangyan culture.
Luis Hernandez, International Business- Inaugural participant in MEXUS.
Lori Jones, Sociology - Population issues in Latin America
Carol Lowther, Linguistics - ESL evaluation instruments
Boris Mathiszik, Business Administration - Business services in Europe and China
Karla Richards, Studio Arts - Applied linguistics
Glenn Valenzuela, Pre Medicine - Spanish language immersion

1996/97 ($4,750)

13 recipients - see program brochure



Elements of Diversity

48th Annual Conference
Phoenix, Arizona June 4–7, 1996

NAFSA: Association of International Educators

Thursday, June 6

three American (with varying percentages of Hispanic population) and one Mexican. All involve a unique interaction between two cultural groups that demonstrate how traditionally underrepresented populations can participate in international programs.

Chair
John Hertz, University of Texas-San Antonio

Presenters
Mona Rizk-Finne, Texas A & M University
Ethel Villanueva, University Nacional Autonoma de Mexico
Dawn Renze, San Diego State University
Teresa Cisneros-Donahue, San Diego State University

Panel Speakers and Topics
Lectores de Panel y Topicos

Moderator/Moderadora

Mrs. Gabriela Johnston, Production Director, Radio Latina

Panel One

Dr. Norris Clement , SDSU, "Economic Challenges in the San Diego-Tijuana Region"

Mr. Ernesto Grijalva, Law Offices of J. Grijalva, "Legal Aspects of Doing Business Under NAFTA, and the Economic Impact of NAFTA on the San Diego/Tijuana Region"

Sr. Carlos Bustamante Mora, Desarollo Economico De Tijuana, A.C., "Tijuana-San Diego Economic Development"

Dr. Christopher Woodruff, UCSD, "Economic Integration and NAFTA"

Dr. Alfredo Velasco, SDSU, MAAC Project, Chicano Federation, "Community Issues"

Panel Two:

Mr. Mark Spalding, UCSD, "NAFTA Environmental Institutions, and Contrasts Between Sustainable Development in the Sister Cities"

Dr. Steve Jenner, UCSD, "Binational Career Opportunities and Professional Development"
Lic. Dolores Cachu, CETYS, "The Profile of the International Student"

Mrs. Teresa Cisneros Donahue, SDSU, MEXUS, "Transborder International Business Programs: MEXUS, Project North America"

Lic. Gustavo Munoz, UABC, MEXUS and C.P. Oscar Sanchez, UABC, MEXUS "International Education, MEXUS and Mexico"

Lic. Carlos Israel Vazquez Leon, COLEF, "The Role of Colegio De La Frontera "

CETYS
UNIVERSIDAD

SDSU

International Conference
"Re-structuring the University in the Context of NAFTA"

Thursday, April 11 at the CETYS University Auditorium in Mexicali

8:00 Registration

9:00 Introductory remarks.
Dr. Ronald Hopkins, Vice President for Academic Affairs, SDSU
Mtro. Enrique Carrillo Barrios-Gómez, President, CETYS University

Keynote Speaker on "Re-inventing the University"
Dr. Ruben Armiñana, President, Sonoma State University

10:00 Panel # 1: "Internationalizing the Curriculum"
Mtra. Dolores Sanchez S., Coordinator, Institutional Programs, ANUIES
Dr. Alvord Branan, Professor, International Business, SDSU
Dr. Sam Wiley, Vice President for Academic Affairs, CSU Dominguez Hills
Ing. Angel Montañez A., Vice President for Academic Affairs, CETYS University

11:45 Panel # 2: "Re-engineering Programs & Services"
Dr. Lawrence Furukawa-Schlereth, Vice President Administration, Sonoma St.U.
Ing. Carlos Melo, Director of Quality and Audit, Universidad de Monterrey
Ing. Jorge Rocha Y., Director, Planning, CETYS University

1:15 Lunch at the Audiovisual Room next to the CETYS Information Center

3:00 Panel # 3:"Technology & the Teaching-Learning Process"(Sala Hermosillo)
Dr. Mark Resmer, Associate Vice President, Sonoma St.U.
Mtro. Sergio Pou A., Professor, Business & Engineering, CETYS University
Ing. Rodrigo Gutierrez S., Dean, CETYS University Tijuana Campus
Dr. Frank Medeiros, Professor, SDSU-IVC

4:30 Panel # 4: "Professional Certification across Countries"(Sala Hermosillo)
Mtro. Juan Andrade Cetto, Professor, Engineering, CETYS University
Ing. Daniel Robles, Professor, Engineering, CETYS University
Dr. Prasad Pradmanabhan, Professor, SDSU-IVC

6:00 Informal reception (wine & cheese) at the Audiovisual Room next to the CETYS Information Center

Friday April 12 at San Diego State University Imperial Valley Campus

9:00 Panel # 5: "Developing Human Resources within the University"
Dr. Donald McTaggart, Director, International Programs, ASU
Ms. Patricia Martinez, Doctoral Program in Business, K. Peat Marwick Group
Dr. Roberto Pozos, Professor, SDSU
Mtra. Ma. Teresa Bastidas, Professor, CETYS University

10:30 Panel # 6: "Creating New Solutions/Partnerships"
Dr. Francisco Marmolejo, Exec. Director, US-Mexico Project, U. of A & WICHE
Dr. Teresina Gutiérrez, Representative from the Canadian Embassy in Mexico
Ing. Francisco Fuentes T., President, Economic Dev't. Council of Mexicali
Dr. David Ballesteros, Dean, SDSU-IVC

12:15 Lunch & Panel # 7
"The Student View: Survey Results & Commentary"
Dr. Nestor Ruiz, Fulbright Visiting Professor at CETYS University
Professor, Economics, California State Polytechnic University Pomona
Group of students from San Diego State University & CETYS University

The City of San Diego Human
Relations Commission
&
The San Diego - Tijuana
Sister Cities Society
Presents

"Crossing Fronteras"

* * *

San Diego-Tijuana regional experts brought together to discuss and analyze key issues and concerns as they relate to binational university students

Saturday, April 27, 1996
10 am - 4 pm
Casa Real
San Diego State University

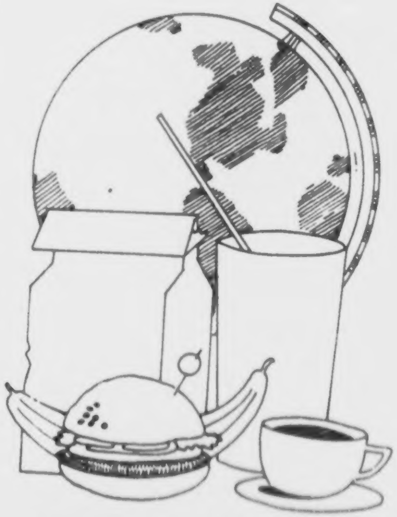
Panel Speakers

Mr. Alan Bersin, U.S. Attorney
Mr. Carlos Bustamante Mora
Ms. Teresa Cisneros Donahue, Mexus, SDSU
Dr. Norris Clement, SDSU
Lic. Humberto Felix y Berumen
Mr. Ernesto Grijalva
Mr. Steve Jenner, UCSD
Lic. Gustavo Munoz, UABC
C. P. Oscar Sanchez, UABC
Mr. Mark Spalding, UCSD
Mr. Al Velazco
Dr. Christopher Woodruff, UCSD

RSVP (Seating is limited)
San Diego - Tijuana Sister Cities Society
(619) 238-4747

PHI BETA DELTA LUNCH FORUM

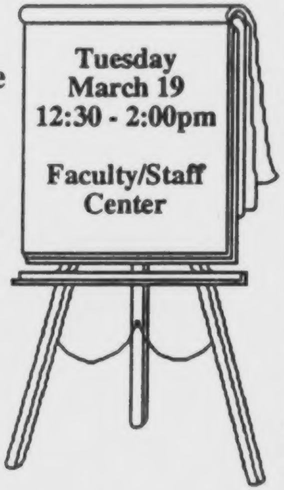
...a monthly series of informal talks on international issues by SDSU and visiting scholars



MEXUS: SDSU's Cross Border Dual Degree Program

Teresa Cisneros Donahue, SDSU's MEXUS Coordinator, will present an overview of the program's history, its current activitities, and future plans.

Please bring your lunch and join us at any time during the discussion.



Tuesday
March 19
12:30 - 2:00pm

Faculty/Staff
Center

Sponsored by Phi Beta Delta
The Honor Society for International Scholars

SDSU

Institute for Regional Studies of the Californias
San Diego State University
5500 Campanile Drive
San Diego CA 92182-4403

(619) 594-5423
Fax: (619) 594-5474
E-mail: irsc@mail.sdsu.edu

Mexican Chamber of Deputies
Border Affairs Commission
San Diego Visit
February 8–10, 1996

2:30 **Binational Education Programs and Student Involvement at SDSU**
Ms. Teresa Donahue, Coordinator, Mexus Program/Project North America
Ms. Marcela Ayara and Ms. Claudia Cuevas, MEChA
Mr. José Lepe, Mexican American Studies Student Organization
Mr. Francisco Botrán, Latin American Studies/International Business

CENTER FOR INTERNATIONAL BUSINESS
EDUCATION AND RESEARCH (CIBER)
SAN DIEGO STATE UNIVERSITY

The Academy of International Business Western Regional Meeting - San Diego, CA
May 3-4, 1996

Friday, May 3rd

11:15 - 12:30 Concurrent Sessions III and IV

III - *International Business Dual-Degrees: Project MEXUS* - CATALPA ROOM

- ☐ Victor Castillo, Southwestern College
- ☐ Gustavo Muñoz, Universidad Autónoma de Baja California
- ☐ María Dolores Cachú, Centro de Enseñanza Técnica y Superior
- ☐ Teresa Cisneros Donahue, San Diego State University

ssroads of the

10:10-11:10 am ***Up Close and Personal: Selected SDSU International Projects***
Dr. Lawrence B. Feinberg, Executive Director, Office of the Executive Director for International Programs, SDSU

Dr. Alvord Branan, Director, Center for International Business Education Research (CIBER) and Ms. Teresa Cisneros Donahue, Dual Degree Coordinator, College of Arts and Letters, SDSU [Project MEXUS]

Mr. Harry R. Albers, General Manager, SDSU Foundation
Fred J. Hansen Institute for World Peace and Middle East Research Projects

REGISTRATION

To apply, please complete the following and mail, with the Registration Fee of $70 payable to "SDSU CIBER" to: CIBER, San Diego State University, San Diego, CA 92182-7732,

Name: ______________________

Title: ______________________

School/College: ______________________

____

Home Address:

____

____

City: ______________________

State: ________ Zip: ______________

Phone Home: ______________________

Office: ______________________

FAX: ______________________

Email: ______________________

Comments/Questions: ______________________

____

International Student Center Location

Exit I-8 at College Avenue (southbound); Follow College Avenue to first light at Lindo Paseo; Turn right and follow Lindo Paseo to 55th Street. Turn right on 55th Street and follow it to first traffic light. Turn right and proceed straight to stop sign. Proceed straight. The Center is on your right. Turn right into Parking Lot V.

For more information, please contact:

Center For International Business
Education and Research (CIBER)
San Diego State University
San Diego, CA 92182-7732
Phone: (619) 594-6023 FAX: (619) 594-7738
ciber@mail.sdsu.edu

CIBER IS FUNDED IN PART BY A GRANT FROM THE UNITED STATES DEPARTMENT OF EDUCATION

BUSINESS SPANISH WORKSHOP FOR HIGH SCHOOL & COMMUNITY COLLEGE INSTRUCTORS

APRIL 18-19, 1997

SPONSORED BY:

Center for International Business Education and Research (CIBER)

and the

Department of Spanish and Portuguese Languages and Literatures,

SAN DIEGO STATE UNIVERSITY

PROGRAM DESCRIPTION

This two-day Spanish immersion workshop is designed for high school and community college teachers of Spanish, who are interested in knowing more about the teaching of business Spanish. Three primary areas will be explored: business content, transcultural issues in international business, and the Spanish language. Several professors from San Diego State University will provide input to a useful two-day workshop in the field of international business and economics appropriate for secondary and post-secondary levels of instruction.

Some of the input will be provided through videotaped discourse of native speakers of Spanish who present ideas concerning culture and business. Participants will have the opportunity to analyze the content of these videotaped presentations for the purpose of discussing various cultural and business-related concepts. Whole group and small group discussions will be employed to impart useful information to all participants. An optional tour of the new high-tech Language Acquisition Resource Center at SDSU is also scheduled.

PROGRAM DETAILS

Meeting Site: International Student Center,
San Diego State University

Meeting Dates: Friday, April 18, 1997
Saturday, April 19, 1997
9:00 am - 5:30 pm - both days

Cost*: $70 - checks payable to "SDSU CIBER" Registration includes all materials, instruction, lunches and refreshment

Course Credit: One unit of academic credit from SDSU Extension may be earned. Registration materials for the unit of credit will be made available at the workshop.

Friday, April 18th

9:00 Registration / Coffee

9:15 Welcome - **Al Branan**, Co-Director, CIBER and International Business Program, SDSU and **Ben Christensen**, Professor of Business Spanish, SDSU

9:30 Session 1 - Discussion of Business Within the Cultural Context of Hispanic/Latino Societies; Video of Gonzalo Ramirez Vice-President of Arábiga, S.A., Costa Rica; Exercise based on video content

10:30 Coffee Break

10:45 Session 2 - **Norris Clement**, Ph.D. Professor of Economics, SDSU; *"The Economic Status of Latin America."*

11:45 Lunch

1:45 Session 3 - Case Studies of Cross-Cultural Business Problems: Being an Intrepreter within the Business Culture

3:45 Coffee Break

4:00 Session 4 - **Gonzalo López**, Manager, Office of International Trade and Technology, Economic Development Division, City of San Diego; *Encadenamientos Industriales* (Clusters Program)

5:30 End of the first day

5:30 Faculty Visit - Optional tour of SDSU Language Lab/Language Acquisition Resource Center (LARC)

Saturday, April 19th

8:30 Coffee

9:00 Session 5 - **Teresa Cisneros Donahue**, Dual Degree Coordinator, College of Arts and Letters, SDSU and **María Dolores Cachú**, Coordinadora del Program MEXUS y la Licenciatura de Negocios Internacionales, CETYS, Tijuana: MEXUS Program

10:00 Coffee Break

10:15 Session 6 - Video of Pedro Casals: La Implantación de una Empresa Multinacional en España; Small Group Discussions of Video content; **Pedro Casals, Jr**, Waterside Productions: International Business Communications

12:15 Lunch - International Student Center
Speaker: **María Fisher** of "Bientech" and Professor of Business Spanish, SDSU

1:45 Session 7 - Video: Rubén Cerda: Una clínica de la gerencia, el caso de Las Mañanitas; Madrid Chamber of Commerce Certificate Exam for Foreigners: An Explanation and Examination of its Contents

3:45 Coffee Break

4:00 Session 8 - Español de Negocios: A Video from The Instituto Cervantes

5:00 Synthesis and Evaluation of the Program; Presentation of Certificates

5:30 End of Workshop

PROGRAM

Welcome
Stephen Weber
President, San Diego State University

Luncheon

Presentations

[illegible] Albers
[illegible] Institute for World Peace

George Bergstrom
Institute on World Affairs

[illegible]
[illegible] Education Project of San Diego

[illegible]
Center for International Business Education and Research

[illegible]
[illegible] and Information Technology

John [illegible]
International Center for Communications

Paul Ganster
Institute for Regional Studies of the Californias

[illegible]
Department of Geography

Discussion

Optional Tour of Campus

PRESIDENT'S LUNCHEON
FOR THE
SAN DIEGO AND BAJA CALIFORNIA
CONSULAR CORPS

SDSU's Role in Preparing Global Citizens for the 21st Century

March 21, 1997
International Student Center
San Diego State University

HOSTS

Stephen Weber
SDSU President

Harry Albers, ExecutiveDirector
Fred J. Hansen Institute for World Peace

George Bergstrom, Director
Institute on World Affairs

Elsie Begler, Director
International Studies Education Project of San Diego

Al Branan, Co-Director
Center for International Business Education and Research

Jim Cary, Director
Telecommunications and Information Technology

Teresa Cisneros Donahue, Coordinator
MEXUS Program

John Eger, Director
International Center for Communications

Lawrence Feinberg, Executive Director
Office of International Programs

Paul Ganster, Director
Institute for Regional Studies of the Californias

Barbara Hartung
Executive Assistant to the President

Ron Moffatt, Director
International Student Center

Hugo Murillo, Assistant Director
Office of International Programs

Dawn Renze Wood, Services Coordinator
International Student Center

Sally Roush, Vice President
Division of Business and Financial Affairs

Richard Wright, Professor
Department of Geography

GUESTS

Ambassador Charles W. Hostler
President, San Diego Consular Corps

Chin-Yeh Rose, Spouse of Ambassador Hostler

Count Oswald and Countess Bridget VoorBraeck

Prince Henry and Princess Françoise Constintine Paleologe

Cónsul Fernando Borona , Alemania Consulado

Consul Patrick J. Sebrachts, Belgium Consulate

Consul Michael G. Stinson, Canada Consulate

Consul George Gildred, Chile Consulate

Cónsul Pedro Diaz Corona, Corea Consulado

Consul David Porter, El Salvador Consulate

Consul Bert Salonen, Finland Consulate

Consul Jean Pierre Paris, France Consulate

Cónsul Fernando Padilla Fitch, Francia Consulado

Consul Herman Zilligens, Germany Consulate

Consul Gene Sapper, Guatemala Consulate

Consul General Ella Isabel Flores, Honduras Consulate

Consul General Randall Phillips, Japan Consulate

Consul James F. Clements, Malawi Consulate

Consul General Luis Herrera Lasso, México Consulate

Consul Carlos Felix, México Consulate

Consul Fernand Hermans, Netherlands Consulate

Consul Oswald Gilbertson, Norway Consulate

Consul Carolina Mouritzen, Panama Consulate

Consul John Norton, Sweden Consulate

Agenda for Sylvan Desjardins, Thursday, March 20, 1997

In BA 445:

9:30 Gonzalo Lopez, City of San Diego Economic Development Services

10:00 Maria Dolores Cachu, Coordinator of the International Business Program and MEXUS at Centro de Enseñanza Técnica y Superior (CETYS), Tijuana, Mexico

10:30 Teresa Cisneros Donahue, Coordinator of MEXUS, Project North America and Dual Degrees, San Diego State University

11:00 Thomas Davies, Chair, Latin American Studies, San Diego State University

11:45 Lunch with Alvord Branan, Chair, International Business Program, Co-Director CIBER, and Professor of French; and Norris Clement, Professor of Economics at Casa Thai

1:00 Ms. Brown, Resource Teacher at Language Academy (go to office first)

San Diego Union-Tribune
Round Table Luncheon
Thursday, March 20, 1997
12:15 p.m.

Westgate Hotel, Fleur de Lis Room
1055 Second Avenue
Garage Parking Prepaid

GUESTS:

Ms. Teresa Donahue, Coordinator, MEXUS, SDSU

Dean Richard Feinberg, Graduate School, International Relations & Pacific Studies, UCSD

Mr. Pepe Larroque, Attorney, Baker & McKenzie, Tijuana

Mr. Jack McGrory, San Diego City Manager

Adm. Bill Owens, President and COO, Science Applications International Corp.

Mr. Frank Shakespeare, former director, U.S.I.A.; former U.S. Ambassador to Portugal/The Vatican; Chairman, Radio Free Europe Radio

Mr. Dan Yankelovich, President, Public Agenda

HOSTS:

Mr. Hal Fuson, Vice President-Legal Affairs General Counsel, Copley Newspapers
Mr. Herb Klein, Editor-in-Chief, Copley Newspaper
Mr. Gene Bell, President and CEO, Union-Tribune Publishing Co.
Ms. Karin Winner, Editor, San Diego Union-Tribune
Mr. Robert Witty, Executive Vice President & Editor, Copley News Service
Mr. Neil Morgan, Associate Editor & Senior Columnist, San Diego Union-Tribune

Part C.

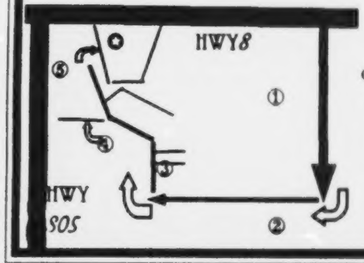
Annual Student Presentations

Directions

Take Interstate 8 to College Avenue South ①. Turn right on Montezuma Road ②. Turn right on 55th Street ③. Follow 55th Street around to third right turn ④. Turn right into Parking Lot V ⑤.

✪ International Student Center

for information call (619) 594-7297



The MEXUS Program

cordially invites you to attend

The Inaugural Celebration

to introduce our participants

Reception to be held
Friday, August 26, 1994, 6:30 p.m.
S.D.S.U. International Student Center

sponsored by

San Diego State University
Centro de Enseñanza Técnica Y Superior
Southwestern Community College
Universidad Autónoma de Baja California

THE MEXUS PROGRAM

CORDIALLY INVITES YOU AND YOUR FAMILY TO ATTEND THE

2ND ANNUAL
STUDENT PRESENTATION

SPONSORED BY

Universidad Autónoma de Baja California

Centro de Enseñanza Tecnica y Superior

San Diego State University

Southwestern College

TO INTRODUCE MEXUS CLASSES I, II AND III
OF THE FOUR PARTNER INSTITUTIONS

Date: *Thursday, August 24, 1995*
Time: *6:00 p.m.*
Place: *Centro Cultural Tijuana*
(directions on back)

THE MEXUS PROGRAM

CORDIALLY INVITES YOU AND YOUR FAMILY TO ATTEND THE

3RD ANNUAL
STUDENT PRESENTATION

Part D.

Brochures

The MEXUS Program

BEST COPY AVAILABLE

An innovative transnational dual degree program that will provide students with the skills they need to succeed in a globalized marketplace.

Preparing for Business Without Borders

> *"The MEXUS program is an exciting new approach to training the next generation of managers. Graduates of the program will be extremely well prepared to become business leaders in the globalized marketplace of the future.*
>
> Allan Bailey
> Dean, College of Business Administration, San Diego State University
> President, The American Assembly of Collegiate Schools of Business
> (AACSB) 1993-94

The MEXUS Program

International Business undergraduate education has taken on a new dimension, a completely new approach toward meeting the increasing demand by companies and by students to internationalize management education. An ambitious international program that took almost three years to develop has been launched at San Diego State University (SDSU) at the undergraduate level. The program is called MEXUS.

San Diego Sk

The Challenge

To be successful in the increasingly globalized world marketplace, managers must have skills in the language and culture of our trading partners as well as the traditional business functions. This is particularly true in the era of NAFTA, which will create ever greater North American [illegible] in the future. How can managers prepare for Business Without Borders?

The Response

MEXUS is an innovative transnational dual degree program that will provide students with the skills they need to succeed in a globalized marketplace. Students spend two years studying in the U.S. plus two years studying in Mexico and receive university degrees from both nations: the Bachelor of Arts in International Business and the Licenciatura en Negocios Internacionales.

The International Business Major

Participants in the MEXUS program are enrolled in the International Business major at San Diego State University. The B.A. in International Business is a nationally recognized interdisciplinary program offered by the College of Arts and Letters and the College of Business Administration at SDSU. The B.A. in International Business is supported by the SDSU Center for International Business Education and Research (CIBER), a federally supported national center of excellence in international business. SDSU is one of 25 universities to receive this designation from the U.S. Department of Education. The SDSU International Business major is the largest program of its kind in the United States.

The Advantages

Graduates of the MEXUS program will be uniquely qualified for careers in the emerging North American Free Trade Market. MEXUS students will not only have in-depth training in business concepts, they will also have the language and cultural skills necessary for success in the international marketplace. MEXUS graduates will be equally comfortable doing business on either side of the U.S./Mexican border. The objective of the MEXUS program is to create the next generation of executives: managers with the skills and global perspective needed for leadership in the twenty-first century.

View of Tijuana

MEXUS Features

- First binational undergraduate dual degree program in the U.S.
- Fluency in two languages
- Two university degrees
- Internship in Mexico
- Home stay with Mexican family

The MEXUS Network

The MEXUS program is a partnership among San Diego State University (SDSU), Southwestern College (SWC), Centro de Enseñanza Técnica y Superior (CETYS), and the Universidad Autónoma de Baja California (UABC). Students may enter the program at any of the four schools, and must spend a minimum of two years in both the U.S. and Mexico.

BEST COPY AVAILABLE

MEXUS Q & A

Do I have to be an International Business major to participate in MEXUS?

Yes. The MEXUS program is only available to International Business majors and is offered through SDSU and SWC.

If I am accepted in MEXUS, am I automatically accepted to SDSU or SWC?

No. Acceptance in MEXUS does not guarantee admission to SDSU or SWC. You must make a formal application to be admitted to either of these institutions. For applications see your high school career counselor.

If I am a high school senior, when should I apply to MEXUS?

High school seniors interested in admission to MEXUS must submit their applications, letters of recommendation, transcripts and essays by the thirtieth of November of their senior year to be admitted for the following fall period. *

If I am already a student at SDSU or SWC, when should I apply to MEXUS?

Continuing SDSU or SWC students must apply by the end of February to begin the program in Mexico in the fall of that year *

Which classes should I take now before I know whether or not I am accepted into the MEXU Program?

For high school students: a) a minimum of four ye of Spanish or the equivalent of Intermediate-High level on the American Council of Teache of Foreign Language (ACTFL) scale. Spanish proficiency will be verified by the Visual-Oral Communication Instrument (VOCI), and the Oral Proficiency Interview (OPI) test to be administered by the Language Acquisition Resource Center at SDSU; b) four years of college preparatory courses of mathematics and English completed with grades C or better.

For students already enrolled at SDSU or SWC: follow the curriculum below. Direct specific questions to the MEXUS coordinator at either SDSU or SWC.

- Rhetoric & Writing 100 & 200 at SDSU or
- English 115 & 116 at SWC
- Accounting 201/101 and 202/102
- Speech 103
- Physical Science
- Biology 100 + Lab
- Economics 101
- Spanish 202/230

What should I expect to pay for living expenses while in Tijuana?

A monthly estimate of living expenses is as follows:

Housing	$ 150-200
Transportation (colectivos)	$ 50
Books ($150 per semester)	$ 37
Food	$ 150
Estimated Total Living Expense	$ 387-437/mo

---

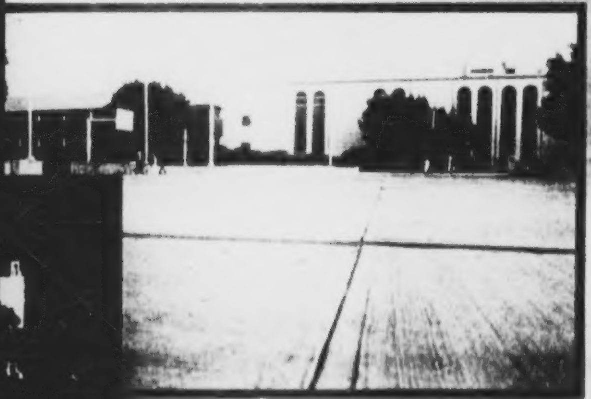
*See the MEXUS coordinator at either SDSU or SWC for applications and information.

S. and Mexican students work and study together while satisfying degree equirements in two universities in two countries.

UABC library

Career Opportunities

An international business major may enhance a career in the following areas: *airlines,* ***banking and finance,*** *consulting, customs* ***brokerage, education*** *and training,* ***entrepreneur, freight forwarding,*** *and U.S. government and U.S.* ***customs, hotel*** *management,* ***human resources, import*** *and export* ***administration, insurance,*** *international sales,* ***marketing,*** *international law,* ***interpretation and*** *translation,* ***manufacturing, purchasing,*** *trade associations,* ***travel agency.***



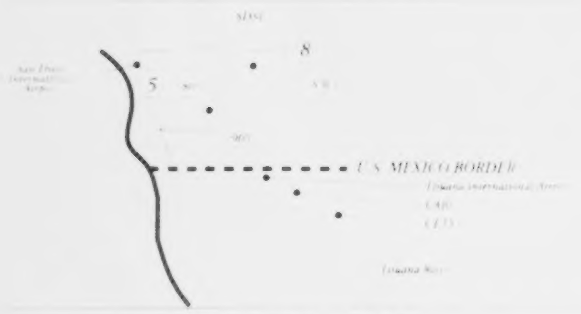
CETYS courtyard

SDSU

ABC Administration offices

[illegible] library

SWC library



Map not to scale

Preparing for Business Without Borders

The MEXUS Program

The MEXUS program is supported by a grant from the
U.S. Department of Education
Fund for the Improvement of Post Secondary Education.
(FIPSE)

For more information, please contact:

Teresa Cisneros Donahue
MEXUS Program Coordinator
San Diego State University, BAM-427
5500 Campanile Drive
San Diego, CA 92182-7734
Phone: (619) 594-7297
Fax: (619) 594-7738
E-Mail: mexus@mail.sdsu.edu

or

Victor Castillo
MEXUS Program Coordinator
Southwestern College, Bldg. 1600
900 Otay Lakes Road
Chula Vista, CA 91910
Phone: 482-6391
Fax: 482-6402

Part E.

Newsletters

MEXUS: Sin Fronteras

Spring 1995
Volume 1 Issue 1

The MEXUS Program: A Dream Come True

A dream has become a reality: the MEXUS program has completed its first year successfully. And the second year looks even better and more promising.

About four years ago a very entrepreneurial and visionary group of professors from both the U.S. and Mexico had a dream. They thought that, some day, with the cooperation and good will of many, many people from both sides of the border they could achieve a concept in education that would revolutionize higher education in Mexico and in the U. S. They had the idea of creating the first undergraduate, transnational, dual degree program.

With the recruitment of a cadre of very bright, motivated, and intelligent students from both sides of the border, this program became a reality. These very promising students started to attend their host institutions in fall of 1994 and are currently in their second semester.

To officially inaugurate the program, a celebration was held in the summer of 1994. At this reception, the MEXUS students from both countries had the opportunity to meet each other for the first time, and to express their feelings and expectations about the program.

These were, indeed, very emotional moments. And, if the visionary and entrepreneurial dream continues to go as planned, San Diego and Tijuana will look very different 10 years from now. Thanks to a cadre of MEXUS graduates who will have become leaders in our transborder region, a meaningful dialogue around such issues as regional ecology and border congestion will be fostered by new leaders versed in and appreciative of each others' language and culture.

For their dream and their vision, we all thank these visionary professors from both sides of the border.

*The Students of **MEXUS Class I**, from both sides of the border, are presented at the inauguration ceremony in August 1994.*

El Programa MEXUS: Un Sueño Hecho Realidad

Un sueño se ha convertido en realidad: el programa MEXUS ha concluido con éxito su primer año. Y el segundo año se vislumbra mejor y más prometedor.

Hace aproximadamente cuatro años un grupo de profesores visionarios de Estados Unidos y México tuvieron un sueño. Pensaron que algún día, con la ayuda y la buena voluntad de gente de ambos lados de la frontera, se podría crear un nuevo concepto en educación a nivel de licenciatura que revolucionaria, tanto en México como en los Estados Unidos, el concepto de educación tradicional. Tuvieron la idea de iniciar un programa transnacional que otorgara grados a nivel de licenciatura en ambos países.

MEXUS se hizo realidad cuando se seleccionaron estudiantes motivados e inteligentes de ambos países. Estos primeros estudiantes comenzaron sus estudios en su institución anfitriona durante el semestre de otoño de 1994 y ahora se encuentran cursando su segundo semestre.

En el verano de 1994 se efectuó una celebración para inaugurar el programa. En esta recepción los estudiantes de MEXUS tuvieron la oportunidad de conocerse y expresar públicamente sus sentimientos y expectativas sobre el programa.

Fueron momentos verdaderamente emocionantes. Y si este sueño visionario se cumple como se espera, la región San Diego y Tijuana será diferente dentro de 10 años. Gracias a un selecto grupo de estudiantes graduados de MEXUS quienes se convertirán en líderes en nuestra región transfronteriza, existirá un diálogo verdadero sobre problemas tales como la contaminación ambiental y los cruces fronterizos. Este diálogo será fomentado por estos líderes versado en la apreciación y respeto de sus culturas e idiomas. MEXUS agradece a estos profesores de ambos lados de la frontera por este sueño y esta visión.

The MEXUS program is the first transnational dual degree program between Mexico and the U.S. Students spend a minimum of two years studying in Mexico plus a minimum of two years studying in the U.S. and receive university degrees from both nations: the *Bachelor of Arts in International Business* and the *Licenciatura en Negocios Internacionales*. MEXUS is a partnership among San Diego State University (SDSU) and Southwestern College (SWC) in the U.S., and in Mexico, the Centro de Enseñanza Tecnica y Superior (CETYS) and the Universidad Autonoma de Baja California (UABC).

Student Profiles

Different student profiles will be featured in each issue of MEXUS: Sin Fronteras.

MEXUS has successfully recruited high school students for the first time. They have been selected to be the MEXUS Class III. We were encouraged by the quality of the applications that we received from Southern California high schools. The average gpa of the seven selected students is 3.65 and they are all ranked within the top 10% of their respective classes.

These new participants are: from Bonita Vista High School in Chula Vista- ***Frida Modiano***; from Castle Park High School, also in Chula Vista- ***Adrianna Guillen, Karina Lopez, and Cristina Yabuta***; from Central Union High School in El Centro- ***Delia Lopez***; from El Capitan High School in Lakeside- ***Laurie Jenson***; and from Southwest High School in San Ysidro- ***Ruben Martinez***. Congratulations and good luck to all of these bright new stars.

MEXUS Class I Profile

Like all of the students in MEXUS Class I, ***Lillian Urbanski*** is very bright and dedicated. When she applied to the MEXUS program, she had a 3.8 gpa and she achieved a 4.0 in her first semester at UABC, her host university. Even more com-mendable is the fact that Lillian has managed these accom-plishments while raising three beautiful young daughters, ages 9, 8, and 5!

When we asked Lillian to write an essay answering the question why she believed that she should be selected to participate in the MEXUS program, she responded: "If the criteria to select the aspirants to be part of this program are based upon finding people with the passion of conviction, who enjoy doing what they do, and who make of each obstacle a challenge to be conquered, then I am one of those people." Lillian considers herself a "bicultural product in essence." Her father is American and her mother is Mexican. For her the MEXUS program "...is an example of cultural, economic and futuristic evolution."

The MEXUS program is extremely proud and honored to have among its students a person with the perseverance, intelligence and dynamism of Lillian Urbanski.

Lillian considers herself a "bicultural product in essence."

MEXUS Class III Profile

Cristina Midori Yabuta is ranked #1 in a class of 363 seniors at Castle Park High School where she maintains a 4.72 gpa. She is also president of the school band.

This is quite an accomplishment considering that Cristina grew up in Mexico and did not arrive in the United States until the age of twelve. Learning English was "very difficult" for her. She managed "with great effort" to improve her grades from D's and F's, to straight A's in the honors curriculum. Cristina now speaks three languages: Spanish, English and Japanese, which she speaks at home with her parents. Cristina, welcome to the MEXUS program.

✹ NUEVA ETAPA DE SELECCIÓN ✹

Por primera vez hemos seleccionado estudiantes de preparatoria con bastante éxito. Estos han sido escogidos para formar parte de la Tercera Generación de estudiantes de MEXUS. Estamos muy contentos de la calidad de las solicitudes que recibimos de las preparatorias del sur de California. El promedio general de calificaciones de los estudiantes seleccionados es de 3.65 en una escala de 4.0 y están dentro del 10% de los mejores estudiantes en sus respectivas escuelas.

Las escuelas y estudiantes representados son: ***Rubén Martínez*** de Southwest High School en San Ysidro, ***Cristina Midori Yabuta***, ***Karina López*** y ***Adrianna Guillén*** de Castle Park High School en Chula Vista, ***Delia López*** de Central Union High School en El Centro, ***Laurie Jenson*** de El Capitan High School en Lakeside y finalmente ***Frida Modiano*** de Bonita Vista High School en Chula Vista. Les damos la bienvenida a todos.

Un Modelo Futurista

Uno de los factores que hizo la propuesta de MEXUS ganadora y según funcionarios de FIPSE, "la mejor propuesta jamás recibida" fue el compromiso de SDSU por continuar con el programa MEXUS más allá del ciclo de financiamiento de FIPSE, además del compromiso de ayudar a otras universidades a replicar el programa dentro del sistema de universidades estatales en California.

Hay más de cien colegios comunitario en California. Hay veinte y muy pronto veintiún universidades estatales en California. Con mas de 375,000 estudiantes en el sistema de universidades estatales es el sistema mas grande en los Estados Unidos. Siendo que los cursos y los requisitos para el título están muy bien articulados a través de estos sistemas, existe una gran oportunidad de que el concepto de MEXUS sea llevado a otras instituciones en California. La relación que existe entre SDSU y SWC puede ser duplicada en cualquier colegio comunitario y universidades estatales en California. Las instituciones que estén interesadas en el programa MEXUS y su transferibilidad pueden llamar a ***Teresa Cisneros Donahue***, coordinadora del programa MEXUS en SDSU.

Perfil de Estudiantes

Esta sección aparecerá en cada edición de MEXUS: Sin Fronteras e incluirá perfiles de diferentes estudiantes.

Perfil de la Tercera Generación

Cristina Midori Yabuta forma parte de la Tercera Generación de estudiantes. Está catalogada como la número uno entre 363 estudiantes que se graduarán este año en Castle Park High School. Cristina Midori tiene un promedio de calificaciones de 4.72. Ella es la presidenta de la banda de música de su escuela.

Este ha sido un logro significativo considerando que Cristina creció en México y se mudó a San Diego a la edad de 12 años. Aprender inglés fue "muy difícil" para ella. Cristina logró "con un gran esfuerzo" mejorar sus calificaciones de D's y F's a puras A's y ser parte del programa de mención honorifica. Cristina Midori habla tres idiomas: español, inglés y japonés, el cual habla en su casa con sus padres. Cristina, bienvenida al programa MEXUS.

Perfil de la Primera Generación

Para ella el programa MEXUS "...es un ejemplo de evolución futurista, económica y cultural".

Al igual que los otros estudiantes de la Primera Generación, ***Lillian Urbanski*** es inteligente y dedicada. Cuando ella solicitó entrar al programa MEXUS, tenía un promedio de calificaciones de 3.8 y logró un 4.0 en su primer semestre en UABC, su universidad anfitriona. Lo que es todavía más sorprendente es que Lillian a logrado estos éxitos alternando su papel de estudiante con su papel de madre de tres bellas hijas de 9, 8, y 5 años de edad!

Cuando le pedimos a Lillian que escribiera un ensayo contestando a la pregunta de porqué creía que debería ser seleccionada para participar en el programa MEXUS, respondió: "Si el criterio para seleccionar a los aspirantes para formar parte de este programa se basa en encontrar gente joven y llena de convicción, que disfrute haciendo lo que hace y que haga de cada obstáculo un desafío a conquistar, entonces yo soy una de esas personas". Lillian se considera "esencialmente bicultural"; su padre es americano y su madre mexicana. Para ella el programa MEXUS "...es un ejemplo de evolución futurista, económica y cultural".

El programa MEXUS se siente muy orgulloso y honrado de tener entre sus estudiantes a una persona tan capaz, perseverante y dinámica como Lillian Urbanski.

¡SALUD!

MEXUS extiende su más sincero agradecimiento a *Jeffrey M. Wergeles* por ofrecer a los estudiantes de MEXUS de la Primera Generación, una membrecía en la Sociedad de Ciudades Hermanas San Diego-Tijuana. Esta membrecía ofrecerá a estos estudiantes la oportunidad de informarse e involucrarse en actividades de ambos lados de la frontera. Una vez más, muchísimas gracias Jeffrey por este gesto tan generoso.

También queremos extender nuestro agradecimiento al ***Fondo para el Avance de la Educación Post-Secundaria*** (con las siglas en inglés ***FIPSE***) ***del Departamento de Educación de los Estados Unidos*** por otorgarnos $257,000 dólares para llevar a cabo el programa MEXUS por los tres primeros años.

FIPSE recibió mas de 1900 propuestas preliminares en 1992, el año que la propuesta de MEXUS fue escrita, sometida y aceptada. La propuesta

(continúa en la pagina 4)

A Futuristic Model

One of the key elements that made the MEXUS proposal a winner, and according to FIPSE's grant officials "the best proposal ever submitted," was SDSU's strong commitment to the continuation of the MEXUS program beyond the FIPSE funding cycle, in addition to its commitment to assist other campuses in the CSU in replicating the program at their institutions.

There are more than 100 California community colleges. There are twenty, soon to be twenty-one, California State University campuses. With over 375,000 students, the CSU is the largest senior university system in the United States. Since courses and degree requirements are generally well articulated throughout these systems, there exists a great opportunity for MEXUS to spread to other schools in California. The roles played by SDSU and SWC could be played by any combination of California community colleges and State Universities. Schools that are interested in learning more about the MEXUS program and its transferability, should contact ***Teresa Cisneros Donahue***, coordinator of the MEXUS program at SDSU.

CHEERS!

MEXUS extends its heartfelt thanks to ***Mr. Jeffrey M. Wergeles*** for providing memberships in the San Diego-Tijuana Sister Cities Society to all the MEXUS Class I students. This opportunity will offer these students the chance to become informed and involved in activities on both sides of the border. Once again, thank you very much for your generous gift.

We also extend our most grateful appreciation to the ***U.S. Department of Education's Fund for the Improvement of Post Secondary Education (FIPSE)*** for the $257,000 grant to implement the MEXUS program for its first three years.

FIPSE received more than 1900 preliminary proposals in 1992, the year that the MEXUS proposal was written, submitted, and funded. The MEXUS proposal was written by ***Dr. Alvord Branan***, Chair of the International Business Program, and ***Dr. Michael Hergert***, Chair of the Management Department from SDSU. Only 75 proposals were funded. MEXUS is very proud to have received such an honor and would again like to thank FIPSE for this much needed funding to train global managers for the 21st century.

MEXUS also is especially thankful for the unconditional support that it received from

(continued on page 4)

Thank You Everyone

(continued from page 3)

San Diego County's International Baccalaureate High Schools. Without their help it would have been very difficult to reach and inform students about this unique opportunity. MEXUS is particularly grateful for all the help and support of ***Debora Allison***, IB Coordinator at Castle Park High School. Ms. Allison's interest in her students and enthusiasm for our program have resulted in three highly qualified students becoming members of MEXUS Class III.

And finally, MEXUS would like to thank all of the people at the four partner institutions who have been involved in the implementation and development of such an ambitious program. We would like to cite especially ***Carolyn Marland***, Associate Director of Admissions and Records at SDSU, whose good will, and long hours, were crucial in insuring that the myriad of curricular requirements is satisfied as expeditiously as possible. Her contribution is exemplary of the effort devoted to MEXUS by so many who remain unrecognized. We know who you are and we salute you.

Gracias a Todos Uds.

(continúa de la pagina 3)

del programa MEXUS fue escrita por el ***Dr. Alvord Branan***, jefe del Programa de Negocios Internacionales, co-director del Centro para la Enseñanza e Investigación de Negocios Internacionales (CIBER en inglés) y co-director de MEXUS y por el ***Dr. Michael Hergert***, jefe del Departamento de Administración, co-director de CIBER y co-director de MEXUS en SDSU. Solamente 75 de las casi 2000 propuestas recibieron dinero.

MEXUS se siente muy orgulloso de haber recibido tal honor y quiere agradecer nuevamente a FIPSE por esta ayuda que tanto se necesita para preparar los gerentes globales del siglo XXI.

MEXUS se siente también especialmente agradecido por el apoyo incondicional que recibió de las ***International Baccalaureates High Schools de San Diego***. Sin su ayuda y apoyo habría sido muy difícil poder informar a los estudiantes de esta oportunidad única. MEXUS se siente especialmente agradecido por todo el apoyo que recibió de ***Debora Allison***, la coordinadora del programa internacional, en Castle Park High School. El interés de Debora en sus estudiantes y su entusiasmo por el programa ha resultado en la selección de tres estudiantes altamente calificados para participar en el programa MEXUS en la Tercera Generacion.

Finalmente, MEXUS quisiera agradecer a todas las personas que han estado involucradas en el desarrollo y la puesta en marcha del programa en las cuatro instituciones que forman este consorcio. Agradecemos especialmente a ***Carolyn Marland***, Directora Asociada de Asuntos Escolares en SDSU cuya buena voluntad (y largas horas de trabajo) fueron cruciales para asegurarnos de que los innumerables requisitos de los planes educacionales se cumplieran de la manera más eficientemente posible. Su contribución es un ejemplo de los grandes esfuerzos de mucha gente que no ha sido reconocida públicamente. Nosotros sabemos quienes son todos ustedes y les estamos profundamente agradecidos.

MEXUS Program
San Diego State University - BAM 427
5500 Campanile Drive
San Diego, CA 92182-7734

MEXUS: Sin Fronteras

Tel: (619) 594-7297 FAX: (619) 594-7738
E-mail: Teresa.Donahue@sdsu.edu

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Mexus Newsletter

San Diego State University **Fall 1996**

MEXUS: A Growing Reality

By Teresa Cisneros Donahue

A whole year has passed since our first newsletter. In 1995/96 we have faced many new and unexpected challenges which have made our successes even more meaningful. We have entered our third year of implementation of the MEXUS program and have met all of our goals. Our greatest reward has been in the recruitment of students.

On the front cover of our first issue, there was a picture of the 15 students of MEXUS Class I from both Mexico and the U.S. Since then Classes II, III and IV have entered the program. There are currently 77 students from the U.S. and Mexico!

MEXUS Student Profile

Gender	Female: 62%	Male: 38%	
Average Age	20	(range 17 to 31)	
Ethnicity	Anglos: 12%	Anglo-Latino: 15%	Latino: 73%
Average High School GPA	3.6	range (3.0 to 4.32)	
Average High School Class Standing	Top 8%		
Average SAT Scores (MEXUS)	980	(range 870 to 1240)	
Average SAT Scores (SDSU)	868		
Average University GPA	3.4	(range 3.0 to 3.9)	

MEXUS (Cont. on pg. 2)

MEXUS: (Cont. from pg. 1)

Among our latest recruits one scored 1240 on the SAT; another completed the prestigious full International Baccalaureate diploma in high school; a third student is ranked first in her class; still another completed her elementary and secondary schooling in San Diego's Spanish Magnet School Program.

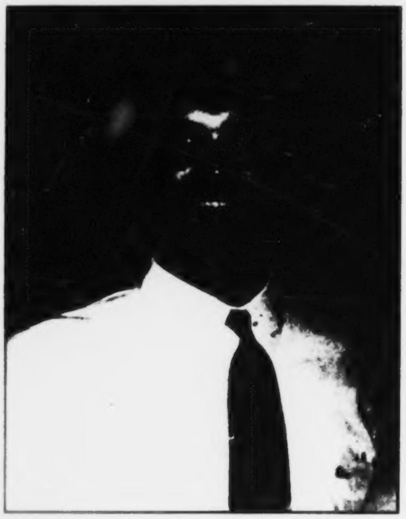
> ***"We have entered our third year of implementation of the MEXUS program and have met all of our goals."***

We are currently developing a one unit, credit/no credit, University Seminar course that will meet once a week for one hour, beginning this fall, and yearly thereafter. This class would introduce both U.S. and Mexican MEXUS students to university life. Members of the MEXUS Advisory Board and of the International Business Committee have agreed to make presentations during these weekly meetings.

Students from Class I have just completed their fourth and last semester in Tijuana. Some of these students will graduate in December of this year. We are making plans for a special graduation ceremony tentatively scheduled for May 1997. All MEXUS participants will be invited. We will keep you informed as the planning progresses.

Student Profile: Sean Quigley

Sean Quigley never thought that his life would change so dramatically when he decided to go back to school. After three years out of school, at age 27, "much older" and more focused on his goals in life, Sean "...jumped right in with 15 units of business courses."



Sean Quigley

It was during one of the many conversations with his classmates, most of them business majors at Southwestern College, that "...all of a sudden,the opportunity was before me. UABC,CETYS, dual degree, living in Mexico, everything about the program fascinated me." Sean admits that for the longest time he had been thinking how incredible it would be to study abroad. "the MEXUS Program had been developed with me in mind."

With the MEXUS Program his dream became a reality, but not without some sacrifices that, according to him, have all been worth it.

Sean lives in Rosarito Beach, a community about 35 kilometers south of Tijuana. He relies mainly on public transportation. Every day, Sean catches the "pesero" which takes him to the Universidad Autónoma de Baja California, where he is completing his second semester. It takes between 40 and 50 minutes each way. He shares an apartment with a Mexican roommate and only pays $100 a month in rent. Every weekend Sean crosses the border to San Diego to work as a manager at one of the local restaurants, Pachanga Mexican Bar and Grill. His travels to San Diego take about two hours each way.

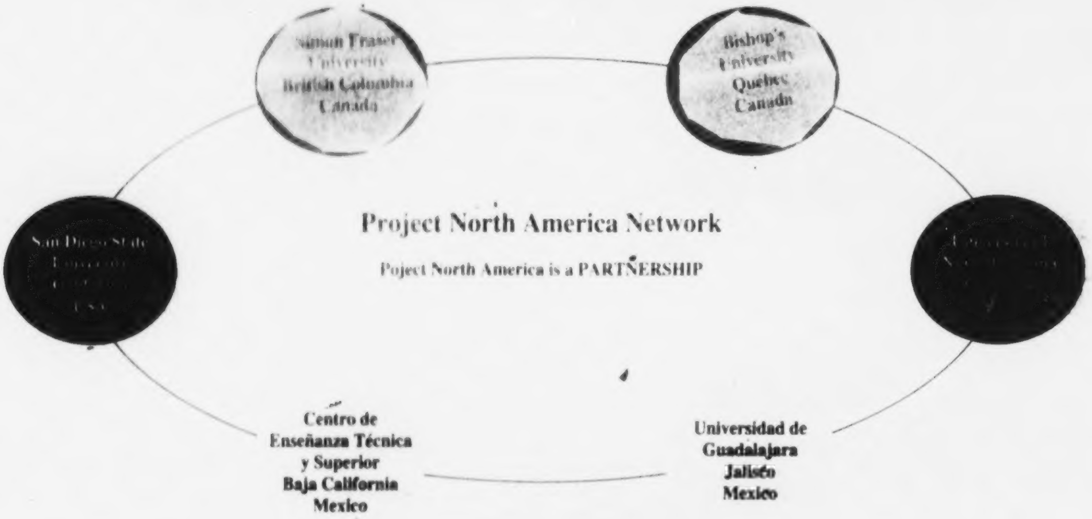
In school, one of the most difficult things for Sean was to write essays in Spanish. His first writing assignments was "overwhelming. I felt completely lost, not knowing how or where to start." However, now in his second semester in Mexico, things are much better. His level of Spanish has improved tremendously and he has great confidence in doing his written assignments.

Sean is looking forward to graduating in May of 1997. He wants to continue working in the restaurant and hotel industry and eventually he would like to own his own business.

We believe that Sean will achieve his goals. He has demonstrated that with consistency and determination dreams can be realized.

SAN DIEGO STATE UNIVERSITY

Project North America


Simon Fraser
University
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Canada
Bishop's
University
Quebec
Canada
San Diego State
USA
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Centro de
Enseñanza Técnica
y Superior
Baja California
Mexico
Universidad de
Guadalajara
Jalisco
Mexico

Preparing for Business Without Borders

- Two Semesters Abroad
- Two Internships
- Two Countries

Canada, Mexico and the United States have entered a period of cooperation unlike any in their combined histories. Politically, economically and socially, the three nations are exploring new avenues and planes of interaction at an unprecedented pace. The enactment of the North American Free Trade Agreement has created tremendous opportunities to solidify relationships among the three nations.

However, this vast potential will not be realized without the necessary infrastructure of human capital. With this in mind, Project North America (PNA) was created with a grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). PNA is a tri-national, multi-institutional consortium designed to increase mobility in Canada, Mexico and U.S. higher education and thus enhance the human resources training structure of the continent. Member institutions will exchange students for at least one semester of academic study and internship training in each of the partner countries. Students selected to participate in this program are eligible receive a $3000 scholarship.

For more information call the MEXUS program office at (619) 594-7297.

Honors, Scholarships and Internships

Persons affiliated with MEXUS continue to be recognized on both sides of the border. Phi Beta Delta, the U.S. Honor Society for International Scholars, installed **Gustavo Muñoz**, Coordinator of the MEXUS Program at UABC University, and **Enrique Núñez**, Academic Director at CETYS University, as honorary members for their contribution to the creation of the MEXUS Program.

This honor has been shared by only seven other members since 1987. Among them are former San Diego State University President, Thomas B. Day and Anders Thunborg, Sweden's former Ambassador to the U.S.

We congratulate Professor Muñoz and Licenciado Núñez for this well deserved recognition. They have been instrumental in the creation of the MEXUS Program. Their contribution was critical when the idea of creating a dual degree program emerged six years ago. Professor Muñoz and Licenciado Núñez went the extra mile, above and beyond their duties, to help make the MEXUS Program a reality. Muchas gracias to you both for your commitment and dedication.

Internships

Cynthia Lias (MEXUS class of 1997) arrived in Monterrey, Mexico, Sunday, June 2 at around 7:00 p.m. local time. Her host family, the Durans, picked her up at the airport. Monday morning, Eric Gustafson from the Monterrey chapter of the U.S.-Mexico Chamber of Commerce took her to Industrias Monterrey del Grupo IMSA (THE steel manufacturer in Mexico). Cynthia is currently helping out in the Marketing area of the company. And she will do so for the next eight weeks. Cynthia is one of only 16 students in the entire U.S. who were selected in spring 1996 by the U.S.-Mexican Chamber of Commerce to complete an internship in Mexico.

Luis Omar Hernandez, (MEXUS class of 1996) is also a participant in this highly competitive program. He is completing an internship at Mobil Corporation in Mexico City. He says that he is "having a blast" and that he loves it. Every day his boss gives him a ride to work. Almost every weekend, Luis Omar and some of his new friends make the three-hour trip to Acapulco. He is also planning to go to Cancun, after he finishes his eight-week internship. But what has made Luis Omar the happiest has been living these eight weeks with his paternal grandfather and rediscovering his roots. Luis Omar is planning to work in Tijuana after he graduates in December 1996.

The members of the Selection Committee of the U.S.-Mexico Chamber of Commerce were highly impressed by the quality of the MEXUS applicants, hence they selected these two bright students to represent the Chamber and the U.S. in Mexico. Congratulations Luis Omar and Cynthia!

Scholarships

We are also very proud of Luis Omar Hernandez and Carlos Campos, both pioneers of the MEXUS program, for being selected as 1995/96 Phi Beta Delta scholarship recipients. Both have distinguished themselves not only for their academic achievements (Mr. Campos with a GPA of 3.9 and Mr. Hernandez with a GPA of 3.4) but also for their commitment and dedication to the program.

Mr. Campos and Mr. Hernandez are two of the four original students from the MEXUS Class I. When they entered the program, they did so with many unanswered questions. They were not deterred. They, along with the other two, Lillian and Denise, are the trailblazers in MEXUS. Doing business without borders is an experience in which there are no precedents and ever-changing rules. Carlos Campos, Luis Omar Hernández, Denise Salazar and Lillian Urbanski have already experienced that reality. Thank you very much for your patience and trust and for helping make the MEXUS Program a success.

The "MEXUS Newsletter" is published twice each year. If you have any questions or comments regarding this issue, please contact the editor, Teresa Cisneros Donahue at (619) 594-7297.

The MEXUS program is funded by the Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE)

Part F.

Poster

SAN DIEGO STATE UNIVERSITY

The MEXUS Program

*The **MEXUS** program is an exciting new approach to training the next generation of managers. Graduates of this program will be extremely well prepared to become business leaders in the globalized marketplace of the future.*

Dr. Allan Bailey, President
The American Assembly of Collegiate Schools of Business

The MEXUS Network

THE MEXUS PROGRAM IS A PARTNERSHIP

CETYS
Centro de Enseñanza Técnica y Superior

Preparing for Business Without Borders

The Challenge

To be successful in the increasingly globalized world marketplace, managers must have skills in the languages and cultures of our trading partners, as well as the traditional business functions. This is particularly true in the era of NAFTA, which will create even greater North American interdependence in the future. How can managers prepare for Business Without Borders?

The Response

MEXUS is the first binational undergraduate dual degree program in the U.S. that will provide students with the skills they need to succeed in a globalized marketplace. Students spend two years studying in the U.S. and two years in Mexico and receive degrees from both nations: the Bachelor of Arts in International Business and the Licenciatura en Negocios Internacionales.

FREE Orientation Seminar on the MEXUS Program
Wenesday, September 27, 1995, 3:00 p.m. - 5:00 p.m.
San Diego State University, Student Services 2501
or call at (619) 594-7297

The MEXUS program is supported by a grant from the U.S. Department of Education
Fund for the Improvement of Postsecondary Education (FIPSE)

Part G.

Christmas Card

San Diego State University
The MEXUS Program

Thank you for your support and goodwill throughout the past year.

We wish you a Joyous Holiday Season and a Prosperous New Year.

Feliz Navidad

Part H.

Applications

SAN DIEGO STATE UNIVERSITY

The MEXUS Program

Preparing for Business Without Borders

MEXUS Application Information for High School Students

1997-98

Dear Applicant,

The MEXUS Program is an innovative transnational dual degree program that will provide its participants with the skills needed to succeed in a globalized marketplace. Students will have the opportunity to spend a minimum of two years studying in Tijuana, Mexico, at either the Centro de Enseñanza Técnica y Superior or the Universidad Autónoma de Baja California, and a minimum of two years at San Diego State University. To apply for this program, complete the following application. Please read all of the requirements carefully. Incomplete applications will not be processed.

Applications must be postmarked by Friday, November 29, 1996.

The MEXUS Program is supported by a grant from the U.S. Department of Education
Fund for the Improvement of Postsecondary Education (FIPSE)

The MEXUS Program

San Diego State University

MEXUS Application Form for High School Students 1997-98

Applications must be postmarked by Friday, November 29, 1996.

MEXUS applicants will be accepted to the program contingent upon their acceptance to San Diego State University.

Name: ____________________

Address: ____________________

City: ____________ **State:** ______ **ZIP:** ________

Telephone: (____) ____________ **SS #:** _____-____-______

School Currently Attending: ____________________

SAT/ACT: ________ **High School GPA:** ______ **Class Standing:** ________

AP Courses (list each, plus grades):

Honor Courses (list each, plus grades):

AP Exams (list scores and college credits received)

IMPORTANT INFORMATION

By submission of this application, I understand that:

- Application to the MEXUS Program does not constitute application for admission to San Diego State University
- To be considered for admission to SDSU, I must submit my SDSU application during the month of November 1996
- Continued enrollment in the MEXUS Program is contingent upon the maintenance of a minimum grade point average of 3.0

SIGNATURE **DATE**

IMPORTANT: MEXUS applicants will be accepted to the program contingent upon their acceptance to San Diego State University.

Application Requirements

You will be considered for participation in the MEXUS program based upon the following **six** criteria

1. Subject Requirements

The MEXUS program has a concentrated curriculum requiring applicants to have completed the following college preparatory courses with a grade of C or better in each course AND to have achieved the required level of proficiency in the Spanish language

- ***English***; **4 years**
- ***Mathematics*, 3 years minimum:** algebra, geometry, intermediate algebra
- ***Spanish*, Intermediate-High*** proficiency level (minimum)

2. Class Ranking, GPA, SAT & ACT Scores

To be acceptable for the MEXUS Program, candidates must normally satisfy all of the following minimum selection criteria

- 3.5 GPA High School
- 1000 SAT or 24 ACT composite score
- Top 10% high school graduation class

Please note that even though these are the minimum qualifications, if you do not satisfy one of these requirements but rate highly in the other two, we encourage you to apply. Each application will be weighed on your overall performance, including extracurricular activities and special circumstances

3. Essays

You must submit *2 essays*, one written in Spanish and one in English. The essays must be approximately 250 words in length each, double-spaced, typewritten, and answer the following questions

1. How did you learn about the MEXUS Program?
2. What interests you most about the MEXUS Program?
3. How have your education and experience prepared you for MEXUS?
4. Why do you believe that you should be selected to participate in the MEXUS Program?
5. How do you feel that successful completion of the MEXUS Program will assist you in attaining your career goals?

Please note that the two essay should be the same

---

* **Intermediate-High** proficiency requires that the student be able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and /or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required. Spanish proficiency will be verified by means of the Visual-Oral Communication Instrument (VOCI), and the Oral Proficiency Interview (OPI), to be administered by the Language Acquisition Resource Center (LARC) at SDSU.

4. Letters of Recommendation

You must submit ***2 letters of recommendation***: one from a teacher, to evaluate your academic performance, and one from a counselor who can evaluate your motivation and character. Please include these two letters in your application package.

5. Junior High School Transcripts

Since MEXUS is a binational, bilateral program, U.S. students must satisfy the minimum eligibility requirements for each Mexican institution. Consequently, a transcript from your junior high school/middle school must be included with your application.

6. Bilingual Interview

If you meet the above eligibility requirements, you may be selected as a finalist for admission to the MEXUS program. Finalists will be required to participate in an interview which will be conducted in both Spanish and English.

Important Dates

Please be aware of the following deadlines and important dates:

1. **Applications** (including 2 essays, official test scores and academic transcripts, 2 letters of recommendation and a signed application form) **must be postmarked by Friday, November 29, 1996.**
2. **Spanish Proficiency Tests**
   - VOCI- Preliminary screening for some applicants during the week of December 16, 1996. (date tentative)
   - OPI- For selected applicants, during the week of January 6, 1997. (date tentative)
3. **Interviews for finalists**: during the week of January 6, 1997. (date tentative)
4. **Announcement of participants:** during the week of January 13, 1997. (date tentative)

Thank you for your interest in the MEXUS Program. If you have any questions about the program or this application, please call us or write to the address below.

MEXUS Program
San Diego State University - BAM 427
5500 Campanile Drive
San Diego, CA 92182-7734
(619) 594-7297, FAX (619) 594-7738
E-mail: mexus@mail.sdsu.edu

SAN DIEGO STATE UNIVERSITY

THE MEXUS PROGRAM

PREPARING FOR BUSINESS WITHOUT BORDERS

MEXUS Information & Application Form for Continuing SDSU/SWC Students

1996-97

Applications must be postmarked by Friday, November 29, 1996.

Application Requirements

You will be considered for participation in the MEXUS Program based upon the following **six** criteria

1. Grade Point Average (G.P.A.)

You must have a minimum g.p.a. of 3.0 in all college course work. If you have completed fewer than 24 units you must send high school transcripts and SAT/ACT scores with your application.

2. Letters of Recommendation

You must have ***2 letters of recommendation:*** one from a former teacher, evaluating your academic performance, and one from an acquaintance or relative, regarding your motivation and character. **These letters must be sent with all other application materials in sealed envelopes, each signed by its author across the seal.**

3. Spanish Language Proficiency

You must demonstrate an **Intermediate-High** level of Spanish proficiency. This requires that the student be able to handle successfully most uncomplicated communicative tasks and social situations: can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required. Spanish proficiency will be verified by means of the Visual-Oral Communication Instrument (VOCI), and the **Oral Proficiency Interview (OPI), to be administered by LARC at SDSU.**

Application Requirements (continued)

4. Essays

You must submit ***2 essays***, one written in Spanish and one in English. The essays must be approximately 250 words in length each, double-spaced, typewritten, and answer the following questions

1. How did you learn about the MEXUS Program?
2. What interests you most about the MEXUS Program?
3. How have your education and experience prepared you for MEXUS?
4. Why do you believe that you should be selected to participate in the MEXUS Program?
5. How do you feel that successful completion of the MEXUS Program will assist you in attaining your career goals?

5. High School and Junior High School transcripts

Since MEXUS is a binational, bilateral program, our students must satisfy the minimum eligibility requirements for each of the participating institutions. Transcripts from your high school and junior high/middle school must be included with your application

6. Bilingual Interview

If you meet the above eligibility requirements, you may be selected as a finalist for admission to the MEXUS Program. Finalists will be required to participate in an interview which will be conducted in both Spanish and English

Evaluation Coefficients

Applications will be judged as follows

Academic performance (30%)
- Potential for success in bilingual/bicultural program (30%)
- Motivation (15%)
- Character (15%)
- Willingness to reside in Mexico (10%)

Important Dates

Please be aware of the following deadlines and important dates

1. **Applications** (including 2 essays, official academic transcripts, 2 letters of recommendation, and a signed application form) **must be postmarked by Friday, November 29, 1996.**
2. **Spanish Proficiency Tests**
   - VOCI- Preliminary screening for some applicants the week of December 16, 1996
   - OPI- For selected applicants, date to be arranged
3. **Interviews for finalists:** The week of January 6, 1997
4. **Announcement of participants:** The week of January 13, 1997

Thank you for your interest in the MEXUS Program. If you have any questions about the program or this application, please call us or write to the address below

MEXUS Program
San Diego State University - BAM 427
5500 Campanile Drive
San Diego, CA 92182-7734
(619) 594-7297
FAX (619) 594-7738
E-mail mexus@mail.sdsu.edu

BEST COPY AVAILABLE

MEXUS Application Form for Continuing SDSU/SWC Students

Applications must be postmarked by Friday, November 29, 1996.

Please complete both sides of the Application form.

Name ____

Address ____

City ______________ State ______________ ZIP __________

Telephone (_____) __________________ SS # ______________

School Currently Attending __________________ Major ______________

	Units Completed:	*Grade Point Average*
SWC (or any other community College)		
SDSU		

In which courses are you currently registered?

If you have completed less than 24 units, please fill in the following:

SAT/ACT __________ **High School GPA:** __________ **Class Standing:** __________

IMPORTANT INFORMATION

By submitting this application, I understand that

- Application to the MEXUS Program does not constitute application for admission to San Diego State University (SDSU)
- To be considered for Admission to MEXUS, I must have already submitted my application to SDSU for Fall 1996
- Continued enrollment in the MEXUS Program is contingent upon the maintenance of a minimum grade point average of 3.0

I, the undersigned, have read, and understood fully the above statements.

____________________ ____________________

SIGNATURE DATE **(OVER)**

NAME:______________________________

Please fill in the following table for any courses you have completed.

COURSE - G.E. AREA SDSU / *SWC*	SEM/YEAR TAKEN	SCHOOL WHERE TAKEN	UNITS	GRADE RECEIVED
ECON. 101- MACROECONOMICS				
ECON 102- MICROECONOMICS				
RHETORIC & WRITING 100/ *ENGLISH 115.*				
RHETORIC & WRITING 200/ *ENGLISH 116*				
IDS 180- PRINCIPLES OF INFO SYSTEMS/ *CIS 101*				
SPANISH 202/*230*				
SPANISH 212/*226*				
SPANISH 301				
ACCOUNTING 201/*101*				
ACCOUNTING 202/*102*				
SPEECH 103				
MATH 119				
G.E.—AMERICAN INSTITUTIONS				
G.E.—AMERICAN INSTITUTIONS				
G.E.—LIFE SCIENCE				
G.E.—PHYSICAL SCIENCE				
G.E.—SCIENCE LABORATORY				

The MEXUS Program is supported by a grant from
the U.S. Department of Education
Fund for the Improvement of Postsecondary Education (FIPSE).

Part I.

Advising Guide

SDSU

MEXUS Program
San Diego State University - BAM 427
5500 Campanile Drive
San Diego CA 92182-7734 (USA)

(619) 594-7297
FAX: (619) 594-7738

GENERAL INFORMATION FOR NEW MEXUS STUDENTS

February 4, 1997

Cultural Differences

One of the things that should be left behind, when going to your host campus, are all your expectations. Mexico is a different culture even if it is just across the border. Please do not expect things to be the same or have the attitude that things at home are done better. Differently yes, but not better...this is a very ethnocentric way of looking at life. Part of your learning experience will be to learn these differences; to be aware of them and respect them for what they are. Hopefully, this part of your cultural learning will prepare you to do business in any Latin American country.

Academic Advisor

I am your Academic Advisor. Any questions that you may have regarding your educational plan or *any* other matter regarding MEXUS must be directed to me. This will make your life easier. If you ask any other person she/he may give you the wrong information and create anxiety and confusion. There is no other person who knows about the program as much as I do. So please, feel free to call me any time with your questions. I will be very happy to help.

Registration

At SDSU: All students must pay SDSU fees on the dates assigned by the office of Admissions and Records. Students don't have to pay any registration fees at their host institutions.

At Host Institution: The program coordinator of the host institution will be responsible for registering the visiting students in the designated classes of the MEXUS curriculum. If a students has a particular preference for hour and/or professor, she/he may participate in course selection. One month before your departure to your host institution, please contact Maria Dolores Cachú at (011) (52) (66) 25-32-00 if you are attending CETYS, or Gustavo Muñoz at (011) (52) (66) 82-25-66 if you are attending UABC. Be persistent and patient, sometimes it takes time to call Mexico and/or to find Mr. Muñoz or Ms. Cachú.

Class Schedule: It is very important for students to be aware that the educational system in Mexico functions differently than in the U.S. To be successful in the MEXUS program, students have to adapt to these

Título Requirements at Your Host Institution

As a MEXUS student you are part of both SDSU and your host institution's International Business programs. Hence, to be able to get dual degrees from both countries, you must comply with the requirements from both majors. Of course we have reduced the number of requirements by overlapping a substantial amount of them. However, you still have to complete the following additional requirements to get your two degrees.

Number of Units at CETYS and UABC: A minimum of 150 units of total course work. The MEXUS program can be completed in approximately five years or less if winter and summer classes are taken.

CETYS:MEXUS students attending this university will receive a ***diploma*** in Negocios Internacionales endorsed only by the university. This diploma will be very similar to the one received by International Business CETYS's students. Students in this program don't have to complete any *Servicio Profesional/Social*, thesis nor *Examen Profesional*, as the Mexican nationals do. This is because students will not actually receive the Mexican ***Título***, which is the equivalent of having a professional certification in the U.S. In Mexico, *Licenciados en Negocios Internacionales* do not need the *titulo* to work in this field.

UABC: MEXUS students who attend this university will receive a ***título*** endorsed by the Minister of Education in Mexico. To obtain this título, students have to comply with additional requirements:

a) An *Examen Profesional* (which will be waived if a student obtains a GPA of 9 or better);
b) 300 hours of *Servicio Social* and;
c) 500 hours of *Servicio Profesional*.
d) Revalidate all studies completed in the U.S.

To learn about the logistics of this revalidation, we will have a special meeting that will take place at SDSU at the Business Administration building, room 445 (same room as your interviews), March 14 from 3:00 to 4:30 p.m. Students who already have completed this revalidation will be present at this meeting so they can share with you the best way to accomplish this task. Revalidating your studies can be a simple process ***ONLY*** if you know where to go and with who you should talk. Don't miss this meeting because it will be the only one offered.

Please note, that students in the UABC program will also obtain a *Certificate in Translation* from SDSU, in addition to the *Licenciatura en Negocios Internacionales* and the B.A. in International Business.

Classes Taken at Your Host Institution: You must complete a minimum of two years at your host institution. Classes that are scheduled to be taken at your host institution must be taken there and not at SDSU or any community college. Please, no exceptions. You must follow the curriculum that I am giving you at this meeting as it is; without any omittances or substitutions. Your curriculum is the single most important documentation that you will have in the MEXUS program. Is your responsibility to follow it as it is if you want to get the two university diplomas.

All of the above points have been fully explained to me and by signing this document I am agreeing to comply with all of the above requirements and be considered a MEXUS student.

Name________________________________

SSN_________________________________

Signature__________________________

Date____________________

Guide to Reading Your MEXUS Curriculum

Below is a list briefly describing each column by heading:

1. SEM TAKEN: Indicates the semester in which listed courses will be taken.

2. Course: Titles of the courses to be taken.

3. CETYS/SDSU/ SW CC/UABC: Indicates the college where you will take these courses.

4. LD GE: Indicates which courses satisfy **L**ower **D**ivision **G**eneral **E**ducation requirements. You can find a description of these requirements in the SDSU General Catalog.

5. UD GE: Indicates which courses satisfy **U**pper **D**ivision **G**eneral **E**ducation requirements. You can find a description of these requirements in the SDSU General Catalog.

6. PREP: Indicates courses required as preparation for the major. These are the lower division courses that will enable you to declare upper division status in International Business (See attached advising guide).

7. MAJOR: Indicates upper division classes that are directly related to your areas of emphasis. In the case of students from SDSU and SWCC, your emphases are Business, Spanish and Latin America. For UABC and CETYS, your emphases are Business, English and North America (See attached advising guide).

8. SDSU #: Indicates the equivalent course numbers for SDSU.

9. UNITS: Indicates the number of units for each class

10. GE AREA: Indicates General Education requirement satisfied by course. For example area II - A3 is the Foundations Laboratory requirement (See General Education area in catalog for a detailed explanation).

11. NOTES: You should have two different copies of your academic plan. One is blank, and has been provided for your use. The other gives specific details of the area of emphasis covered by each "PREP" and "MAJOR" course, such as business, language or regional/cultural studies. It also indicates which classes, if any, require special petitions.

THE MEXUS PROGRAM

NAME: ________________

Curriculum Checklist

I. Business Courses

Preparation for the Major:

Course	Completed at (School)	Sem/Yr
Accounting 201 Financial Acct. Fund.		
Accounting 202 Managerial Acct. Fund.		
Economics 101 Principles of Econ. (Macro)		
Economics 102 Principles of Econ. (Micro)		
Finance 140 Business Law		
IDS 180 Prin. of Info. Systems		
Math 119 Elem. Stat. for Bus.		
or		
Econ 201 Statistical Methods		

Major:

Course	Completed at (School)	Sem/Yr
Finance 323* Fundamentals of Finance		
Finance 329 International Business Finance	SDSU	
IDS 302* Intro. to Production and Operations Mgt		
Management 350* Management and Organization		
Management 405 International Business Strategy and Integration	SDSU	
Marketing 370* Marketing		
Marketing 376 Global Marketing Strategy	SDSU	

* *Or equivalent course taken in Mexico.*

Revised 1/28/97

THE MEXUS PROGRAM

Curriculum Checklist

II. Spanish Courses

Preparation for the Major:*

Course	Completed at (School)	Sem/Yr
Spanish 101 First Course-Spanish		
Spanish 102 Second Course-Spanish		
Spanish 201 Third Course-Spanish		
Spanish 202 Fourth Course-Spanish		
Spanish 211 Intermediate Conversation/Reading		
Spanish 212 Intermediate Conversation/Writing		

***Lower division language proficiency may be waived in some cases by departmental exam or completion of equivalent course work.**

Major:

Spanish 301 Advanced Conversation/Reading		
Spanish 307 Intro. to Commercial Spanish		
Spanish 497 Advanced Commercial Spanish		

Revised 1/28/97

THE MEXUS PROGRAM

Curriculum Checklist

III. Latin America/Regional Studies Courses

Preparation for the Major:

Course	Completed at (School)	Sem/Yr
History 115A Comparative History of the Americas		
History 115B Comparative History of the Americas		
Latin American Studies 101 Latin American Heritage		

Major:

Course	Completed at (School)	Sem/Yr
International Business 495* Internship		

and 9 additional units, with no more than 6 units from one department.

***See MEXUS Advisor regarding internship program.**

THE MEXUS PROGRAM

Curriculum Checklist

IV. Residence Requirements

To qualify for a bachelor's degree, each of the following unit requirements must be completed at SDSU.

A. A minimum of 30 units total, of which at least 24 units must be in upper division courses (300-599)

B. At least half of the upper division units required for the major, unless waived by the major dept; however, in no case shall the unit total be fewer than 12 upper division units.

C. At least 9 units in General Education courses.

Completed at	Sem/Yr	Course name	Major
SDSU		(300-599)	X
SDSU		(300-599)	X
SDSU		(300-599)	X
SDSU		(300-599)	GE
SDSU		(300-599)	GE
SDSU		(300-599)	GE
SDSU		(300-599)	
SDSU		(300-599)	
SDSU			
SDSU			

Revised 1/28/97

Table 12

Comparison of 7 (70) and 6 (60) Numerical Grading Scales to Descriptive Grade Equivalents and U.S. Letter Scale

7 (70) Scale	Approximate U.S. Equivalent	Descriptive Grade Equivalent			6 (60) Scale	
10 (100)	A+	*Excelente*	E	Excellent	10	(100)
9 (90)	A	*Muy bien*	MB	Very good	9	(90)
8 (80)	B	*Bien*	B	Good	8	(80)
	B−				7.5	(75)
*	C+	*Regular*	R	Average	7	(70)
7 (70)	C	*Suficiente*	S	Sufficient	6	(60)
6 (60)	F	*No acreditada*†	NA	Not passing	5	(50)
9-10‡	A	*Muy bien*	MB	Very good	10	9-10‡
8-8.9	B	*Bien*	B	Good	8	7.5-8.9
7-7.9	C	*Suficiente*	S	Sufficient	6	6-7.4
6	F	*No acreditada*†	NA	Not passing	5	0-5.9

*The descriptive grade "*regular*" may be used instead of "*suficiente*" when 7 (70) is the lowest passing grade.

†Other terms used include R/*reprobado* (failing); NS/*no suficiente* (not sufficient); D/*deficiente* (deficient).

‡Several variations of these scales are also in use, including variations on a scale of 100.

SDSU uses the "6 (60) scale"

EST COPY AVAILABLE

UNIVERSITY ADVISING CENTER
San Diego State University
Graduation and General Education Requirements Checklist
1995-96, 1996-97 Catalog Years

Not Applicable to Majors in Engineering, Liberal Studies, or Nursing

Student Name________________________________SSN____________________

Major______________________________Degree______________________________

I. Competency Requirements: Mathematics:

_______ ELM (Entry Level Mathematics)

_______ SDSU Mathematics Competency
(Mathematics Departmental Placement Exam Part___)

Writing:

_______ EPT (English Placement Test)

_______ SDSU Writing Competency

It is IMPERATIVE that you clear these as soon as possible after your admission to the university, if not before. These requirements can be met with appropriate SDSU classes if you are unable to pass the competency tests. You must clear these competencies by the middle of your third semester or you will lose your registration priority.

II. Upper Division Writing Requirement: All students must demonstrate competency in writing skills as mandated by their major and included in each major description. Before attempting to satisfy this requirement, be sure you have (1) completed or are completing 60 units, (2) fulfilled the SDSU Writing Competency, and (3) completed the GE: Communication and Critical Thinking requirement in Composition and Intermediate Composition and Critical Thinking.

____

III. Major and Minor Requirements: Major:________________________Units:________
Upper Division Units

(A) Preparation for the major: ________ units.
Lower Division Units

(B) Major: Your major advisor is ____

____

(C) Minor: ____

Please see the advisor in the department of your minor.

IV. American Institutions: **(6 units)** At SDSU, the American Institutions requirement can be met by passing any one of the following pairs of courses:

_____ Africana Studies 170A and 170B
_____ History 110A and 110B
_____ History 110A and 310B
_____ History 115A and 115B
_____ History 310A and 310B
_____ History 310A and 110B
_____ History 410A and 410B
_____ History 547A*and 547B*
_____ Mexican American Studies 120A and 120B
_____ Mexican American Studies 141A and 141B
_____ Political Science 101 and 102
_____ Political Science 101 and 320
_____ Political Science 102 and 305
_____ Political Science 102 and 321
_____ Political Science 102 and 422
_____ Political Science 305 and 320
_____ Political Science 305 and 321
_____ Political Science 305 and 422
_____ Political Science 320 and 321
_____ Political Science 320 and 422
_____ Women's Studies 341A and 341B

*Cannot be applied to GE.

Transfer course(s) used: ____

V. Foreign Language Requirement: Students whose majors lead to the degree Bachelor of Arts in Liberal Arts and Sciences or the Bachelor of Music degree must satisfy a foreign language requirement.

VI. Unit Requirements: Total units required for graduation ____________ (minimum)

Total upper division units required ____________ (minimum)

There are limits to the number of special units and units in one department that are allowed to count toward your degree requirements. For details, see the General Catalog.

VII. Residence Requirements: To qualify for a bachelor's degree from SDSU, you must complete at SDSU a minimum of 30 units (extension, Open University, and credit-by-exam do not apply) of which 24 are at the upper division; at least half the upper division units required for your major; at least six upper division units toward a minor (if applicable); and at least nine units of GE courses.

VIII. Grade Point Requirements: Four averages, each 2.0 or higher are required for graduation: (a) all courses attempted at SDSU, (b) all courses attempted at SDSU and transferable courses from all other institutions (cumulative gpa), (c) all upper division courses in the major department or required by the major, and (d) all units applicable to a minor.

IX. General Education: You must complete sections I, II, III, and IV for a total of 49 GE units. Only courses listed as GE courses can fulfill GE requirements. The following restrictions apply: (1) No more than 12 units from one department can be used for GE credit; (2) No more than 7 units from one department can be used in Sections II, III, and IV combined (Foundations, American Institutions, and Explorations); (3) A course in your major cannot be used for Explorations except if it meets the 3-unit rule (see the SDSU General Catalog); (4) Explorations (upper division GE) cannot be taken sooner than the semester in which you complete 60 units; and (5) Cr/NC grading cannot be used in Section I, or for Mathematics/Quantitative Reasoning.

SDSU GENERAL EDUCATION CHECKLIST
1995-96, 1996-97 General Catalog

IX. GE I. COMMUNICATION AND CRITICAL THINKING. (9 units)

Choose one course from each section.
You may NOT use Credit/No Credit grades in this section.

1. Oral Communication.

______ Africana Studies 140. Oral Communication (3)
______ Mexican American Studies 111A. Oral Communication (3)
______ Communication 103. Oral Communication (3)
______ Certified Transfer Course (A1)

2. Composition.

______ Africana Studies 120. Composition (3)
______ Linguistics 100. Engl Comp for International Students (3)
______ Mexican American Studies 111B. Written Communication (3)
______ Rhetoric and Writing Studies 100. College Composition (3)
______ Certified Transfer Course (A2)

3. Intermediate Composition and Critical Thinking.

______ Africana Studies 200. Intermediate Expository Writing and Research Fundamentals (3)
______ Linguistics 200. Advanced Engl for International Students (3)
______ Philosophy 110. Critical Thinking and Composition (3)
______ Rhetoric and Writing Studies 200. Intermediate Composition (3)
______ Certified Transfer Course (A3)

IX. GE II. FOUNDATIONS. (28 units)

A. Natural Sciences and Quantitative Reasoning: (10 units)

Choose one course from each section.

1. Physical Sciences

______ Astronomy 101. Principles of Astronomy (3)
______ Chemistry 100. Introduction to General Chemistry with Laboratory (4)
______ +Geography 101. Principles of Physical Geography (3)
______ +Geography 103. Principles of Meteorology (3)
______ Geological Sciences 100. Dynamics of the Earth (3)
______ Natural Science 100. Physical Science (3)
______ Physics 103. Conceptual Physics (3)
______ Physics 107. Introductory Physics with Laboratory (4)
______ Certified Transfer Course (B1)
______ Special Provision Course

2. Life Sciences

______ +Anthropology 101. Human Biocultural Origins (3)
______ Biology 100. General Biology (3)
______ Biology 101. World of Animals (3)
______ Biology 130. World of Plants (3)
______ Certified Transfer Course (B2)
______ Special Provision Course

3. Laboratory

______ Astronomy 109. Astronomy Laboratory (1)
______ Biology 100L. General Biology Laboratory (1)
______ Biology 101L. World of Animals Laboratory (1)
______ Biology 130L. World of Plants Laboratory (1)
______ Chemistry 100. Introduction to General Chemistry with Laboratory (4)
______ Geography 101L. Physical Geography Laboratory (1)
______ Geological Sciences 101. Dynamics of the Earth Laboratory (1)
______ Physics 107. Introductory Physics with Laboratory (4)
______ Certified Transfer Course (B3)
______ Special Provision Course

4. Mathematics/Quantitative Reasoning

You may NOT use Credit/No Credit grades in this section.

______ Economics 201. Statistical Methods (3)
______ Mathematics 118 or higher numbered course (3), excluding computer programming courses.
______ Philosophy 120. Formal Logic (3)
______ Political Science 201. Elem Statistics for Political Science (3)
______ Psychology 270. Statistical Methods in Psychology (3)
______ Sociology 201. Elementary Social Statistics (3)
______ Certified Transfer Course (B4)

B. Social and Behavioral Sciences: (6 units)

Complete two courses taken from two different departments.

______ Africana Studies 101A. Intro to Af Studies: Social & Beh Sci (3)
______ Anthropology 102. Introduction to Cultural Anthropology (3)
______ Economics 100. Contemporary Economic Problems (3)
______ Economics 101. Principles of Economics (3)
______ Economics 102. Principles of Economics (3)
______ Geography 102. Principles of Cultural Geography (3)
______ Linguistics 101. Introduction to Language (3)
______ Political Science 103. Introduction to Comparative Govt (3)
______ Psychology 101. Introductory Psychology (3)
______ Sociology 101. Introductory Sociology: The Study of Society (3)
______ Women's Studies 201. Women and the Social Sciences (3)
______ Certified Transfer Course(s) (D)

C. Humanities: (12 units)

Choose one course in four of the following five sections.

1. Literature

______ Comparative Literature 270A. World Literature (3)
______ Comparative Literature 270B. World Literature (3)
______ English 220. Introduction to Literature (3)
______ Certified Transfer Course (C2 - Literature)

2. Art, Classics, Dance, Drama, Humanities, and Music

______ Africana Studies 101B. Intro to Africana Studies: Humanities (3)
______ American Indian Studies 110. American Indian Heritage (3)
______ Art 157. Introduction to Art (3)
______ Art 258. Appreciation and History of Art (3)
______ Art 259. Appreciation and History of Art (3)
______ Classics 140. Our Classical Heritage (3)
______ Dance 181. Introduction to Dance (3)
______ Drama 100. Theatre and Western Civilization (3)
______ Drama 120. Heritage of Dramatic Literature (3)
______ Humanities 101. Introduction to Humanities (3)
______ Humanities 130. The Jewish Heritage (3)
______ Humanities 140. Mythology (3)
______ Mexican American Studies 100. The Mexican Amer. Heritage (3)
______ Music 151. Introduction to Music (3)
______ Women's Studies 205. Women in the Humanities (3)
______ Certified Transfer Course (C1 - Arts)

3. History

______ History 100. World History (3)
______ History 101. World History (3)
______ History 105. Western Civilization (3)
______ History 106. Western Civilization (3)
______ Certified Transfer Course (C2 - History)

4. Philosophy and Religious Studies

______ Philosophy 101. Introduction to Philosophy: Values (3)
______ Philosophy 102. Intro to Philosophy: Knowledge and Reality (3)
______ Philosophy 103. Historical Introduction to Philosophy (3)
______ Religious Studies 101. World Religions (3)
______ Certified Transfer Course (C2 - Philosophy/Religious Studies)

5. Foreign Language

______ Chinese 101 (5), 102 (5), 201 (5), or 202 (5)
______ Classics 101G (5), 101L (5), 120 (3), 202G (5), or 202L (5)
______ French 100A (5), 100B (5), 201 (3), 220 (3), 221 (3)
______ German 100A (5), 100B (5), or 202 (3)
______ Hebrew 101 (3) or 102 (4)
______ Italian 100A (5), 100B (5), 200A (3), or 200B (3)
______ Japanese 111 (6), 112 (6), 211 (6) or 212 (6)
______ Linguistics 242. Experiences in Foreign Language Study (3)
______ Portuguese 101. Elementary/Intensive Portuguese I (5)
______ Russian 100A (5), 100B (5), 200A (5), 200B (5), or 211 (3)
______ Spanish 101 (4), 102 (4), 201 (4), 202 (4), 211 (3), 212 (3), 281 (3), or 282 (3)
______ Certified Transfer Course (C2 - Foreign Language)

Transfer Students only:

______ *Area C Certified (C1, C2, & C1 or C2)*

+ Only one of these three courses may be taken for General Education credit.

IX. GE III. AMERICAN INSTITUTIONS.

Three of the six units of coursework which meet the American Institutions requirement for graduation (see page 2 of checklist) may be used in GE, excluding courses numbered 500 or higher.

Course Used: ____________________

IX. GE IV. EXPLORATIONS.

Upper division GE (9 units) Courses in this area may NOT be taken sooner than the semester in which you achieve upper division standing (60 units passed). Complete one course each in areas A, B, and C. ***One course must be a course in cultural diversity, designated by an "*"***. (Majors in the departments of Astronomy, Biology, Chemistry, Geological Sciences, Mathematical Sciences, Natural Science, and Physics may replace the area A course with an additional course from area B or C). Courses in your major may not be used in Explorations (except for the three-unit rule, described on page 95 of the General Catalog).

Remaining	Course	Units
A. Natural Sciences	____________	________
B. Social and Behavioral Sciences	____________	________
C. Humanities	____________	________

*_____ Cultural Diversity course done

UAC Advisor______________________________ Date______________

Other institutions attended:

____

____

____

____

Comments:

Remember to order an official evaluation via RegLine as soon as you have 56 units, a declared major, and are enrolled at SDSU.

University Advising Center
Student Services Building, Room 1641
(619) 594-6668 Telephone
(619) 594-1553 Fax
advising@mail.sdsu.edu

Bring this checklist with you each time you visit us, along with your transcripts and other important advising documents.

This Checklist is not meant to substitute for, but to be used in conjunction with, the complete information available in the SDSU General Catalog.

UNIVERSITY ADVISING CENTER
San Diego State University
Graduation and General Education Requirements Checklist
1995-96, 1996-97 Catalog Years

Not Applicable to Majors in Engineering, Liberal Studies, or Nursing

Student Name____________________________________SSN____________________

Major____________________________________Degree_________________________________

I. Competency Requirements: Mathematics:

________ ELM (Entry Level Mathematics)

________ SDSU Mathematics Competency
(Mathematics Departmental Placement Exam Part___)

Writing:

________ EPT (English Placement Test)

________ SDSU Writing Competency

It is IMPERATIVE that you clear these as soon as possible after your admission to the university, if not before. These requirements can be met with appropriate SDSU classes if you are unable to pass the competency tests. You must clear these competencies by the middle of your third semester or you will lose your registration priority.

II. Upper Division Writing Requirement: All students must demonstrate competency in writing skills as mandated by their major and included in each major description. Before attempting to satisfy this requirement, be sure you have (1) completed or are completing 60 units, (2) fulfilled the SDSU Writing Competency, and (3) completed the GE: Communication and Critical Thinking requirement in Composition and Intermediate Composition and Critical Thinking.

____

III. Major and Minor Requirements: Major:____________________________Units:________
Upper Division Units

(A) Preparation for the major: ________ units.
Lower Division Units

(B) Major: Your major advisor is ____

____

(C) Minor: ____

Please see the advisor in the department of your minor.

IV. American Institutions: (6 units) At SDSU, the American Institutions requirement can be met by passing any one of the following pairs of courses:

_____ Africana Studies 170A and 170B
_____ History 110A and 110B
_____ History 110A and 310B
_____ History 115A and 115B
_____ History 310A and 310B
_____ History 310A and 110B
_____ History 410A and 410B
_____ History 547A*and 547B*
_____ Mexican American Studies 120A and 120B
_____ Mexican American Studies 141A and 141B
_____ Political Science 101 and 102
_____ Political Science 101 and 320
_____ Political Science 102 and 305
_____ Political Science 102 and 321
_____ Political Science 102 and 422
_____ Political Science 305 and 320
_____ Political Science 305 and 321
_____ Political Science 305 and 422
_____ Political Science 320 and 321
_____ Political Science 320 and 422
_____ Women's Studies 341A and 341B

*Cannot be applied to GE.

Transfer course(s) used: ____

V. Foreign Language Requirement: Students whose majors lead to the degree Bachelor of Arts in Liberal Arts and Sciences or the Bachelor of Music degree must satisfy a foreign language requirement.

VI. Unit Requirements:

Total units required for graduation ____________ (minimum)

Total upper division units required ____________ (minimum)

There are limits to the number of special units and units in one department that are allowed to count toward your degree requirements. For details, see the General Catalog.

VII. Residence Requirements: To qualify for a bachelor's degree from SDSU, you must complete at SDSU a minimum of 30 units (extension, Open University, and credit-by-exam do not apply) of which 24 are at the upper division; at least half the upper division units required for your major; at least six upper division units toward a minor (if applicable); and at least nine units of GE courses.

VIII. Grade Point Requirements: Four averages, each 2.0 or higher are required for graduation: (a) all courses attempted at SDSU, (b) all courses attempted at SDSU and transferable courses from all other institutions (cumulative gpa), (c) all upper division courses in the major department or required by the major, and (d) all units applicable to a minor.

IX. General Education: You must complete sections I, II, III, and IV for a total of 49 GE units. Only courses listed as GE courses can fulfill GE requirements. The following restrictions apply: (1) No more than 12 units from one department can be used for GE credit, (2) No more than 7 units from one department can be used in Sections II, III, and IV combined (Foundations, American Institutions, and Explorations); (3) A course in your major cannot be used for Explorations except if it meets the 3-unit rule (see the SDSU General Catalog), (4) Explorations (upper division GE) cannot be taken sooner than the semester in which you complete 60 units; and (5) Cr/NC grading cannot be used in Section I, or for Mathematics/Quantitative Reasoning.

SDSU GENERAL EDUCATION CHECKLIST
1995-96, 1996-97 General Catalog

IX. GE I. COMMUNICATION AND CRITICAL THINKING. (9 units)

Choose one course from each section.
You may NOT use Credit/No Credit grades in this section.

1. Oral Communication.

_____ Africana Studies 140. Oral Communication (3)
_____ Mexican American Studies 111A. Oral Communication (3)
_____ Communication 103. Oral Communication (3)
_____ Certified Transfer Course (A1)

2. Composition.

_____ Africana Studies 120. Composition (3)
_____ Linguistics 100. Engl Comp for International Students (3)
_____ Mexican American Studies 111B. Written Communication (3)
_____ Rhetoric and Writing Studies 100. College Composition (3)
_____ Certified Transfer Course (A2)

3. Intermediate Composition and Critical Thinking.

_____ Africana Studies 200. Intermediate Expository Writing and Research Fundamentals (3)
_____ Linguistics 200. Advanced Engl for International Students (3)
_____ Philosophy 110. Critical Thinking and Composition (3)
_____ Rhetoric and Writing Studies 200. Intermediate Composition (3)
_____ Certified Transfer Course (A3)

IX. GE II. FOUNDATIONS. (28 units)

A. Natural Sciences and Quantitative Reasoning: (10 units)

Choose one course from each section.

1. Physical Sciences

_____ Astronomy 101. Principles of Astronomy (3)
_____ Chemistry 100. Introduction to General Chemistry with Laboratory (4)
_____ +Geography 101. Principles of Physical Geography (3)
_____ +Geography 103. Principles of Meteorology (3)
_____ Geological Sciences 100. Dynamics of the Earth (3)
_____ Natural Science 100. Physical Science (3)
_____ Physics 103. Conceptual Physics (3)
_____ Physics 107. Introductory Physics with Laboratory (4)
_____ Certified Transfer Course (B1)
_____ Special Provision Course

2. Life Sciences

_____ +Anthropology 101. Human Biocultural Origins (3)
_____ Biology 100. General Biology (3)
_____ Biology 101. World of Animals (3)
_____ Biology 130. World of Plants (3)
_____ Certified Transfer Course (B2)
_____ Special Provision Course

3. Laboratory

_____ Astronomy 109. Astronomy Laboratory (1)
_____ Biology 100L. General Biology Laboratory (1)
_____ Biology 101L. World of Animals Laboratory (1)
_____ Biology 130L. World of Plants Laboratory (1)
_____ Chemistry 100. Introduction to General Chemistry with Laboratory (4)
_____ Geography 101L. Physical Geography Laboratory (1)
_____ Geological Sciences 101. Dynamics of the Earth Laboratory (1)
_____ Physics 107. Introductory Physics with Laboratory (4)
_____ Certified Transfer Course (B3)
_____ Special Provision Course

4. Mathematics/Quantitative Reasoning

You may NOT use Credit/No Credit grades in this section.

_____ Economics 201. Statistical Methods (3)
_____ Mathematics 118 or higher numbered course (3), excluding computer programming courses.
_____ Philosophy 120. Formal Logic (3)
_____ Political Science 201. Elem Statistics for Political Science (3)
_____ Psychology 270. Statistical Methods in Psychology (3)
_____ Sociology 201. Elementary Social Statistics (3)
_____ Certified Transfer Course (B4)

B. Social and Behavioral Sciences: (6 units)

Complete two courses taken from two different departments.

_____ Africana Studies 101A. Intro to Af Studies: Social & Beh Sci (3)
_____ Anthropology 102. Introduction to Cultural Anthropology (3)
_____ Economics 100. Contemporary Economic Problems (3)
_____ Economics 101. Principles of Economics (3)
_____ Economics 102. Principles of Economics (3)
_____ Geography 102. Principles of Cultural Geography (3)
_____ Linguistics 101. Introduction to Language (3)
_____ Political Science 103. Introduction to Comparative Govt (3)
_____ Psychology 101. Introductory Psychology (3)
_____ Sociology 101. Introductory Sociology: The Study of Society (3)
_____ Women's Studies 201. Women and the Social Sciences (3)
_____ Certified Transfer Course(s) (D)

C. Humanities: (12 units)

Choose one course in four of the following five sections.

1. Literature

_____ Comparative Literature 270A. World Literature (3)
_____ Comparative Literature 270B. World Literature (3)
_____ English 220. Introduction to Literature (3)
_____ Certified Transfer Course (C2 - Literature)

2. Art, Classics, Dance, Drama, Humanities, and Music

_____ Africana Studies 101B. Intro to Africana Studies: Humanities (3)
_____ American Indian Studies 110. American Indian Heritage (3)
_____ Art 157. Introduction to Art (3)
_____ Art 258. Appreciation and History of Art (3)
_____ Art 259. Appreciation and History of Art (3)
_____ Classics 140. Our Classical Heritage (3)
_____ Dance 181. Introduction to Dance (3)
_____ Drama 100. Theatre and Western Civilization (3)
_____ Drama 120. Heritage of Dramatic Literature (3)
_____ Humanities 101. Introduction to Humanities (3)
_____ Humanities 130. The Jewish Heritage (3)
_____ Humanities 140. Mythology (3)
_____ Mexican American Studies 100. The Mexican Amer. Heritage (3)
_____ Music 151. Introduction to Music (3)
_____ Women's Studies 205. Women in the Humanities (3)
_____ Certified Transfer Course (C1 - Arts)

3. History

_____ History 100. World History (3)
_____ History 101. World History (3)
_____ History 105. Western Civilization (3)
_____ History 106. Western Civilization (3)
_____ Certified Transfer Course (C2 - History)

4. Philosophy and Religious Studies

_____ Philosophy 101. Introduction to Philosophy: Values (3)
_____ Philosophy 102. Intro to Philosophy: Knowledge and Reality (3)
_____ Philosophy 103. Historical Introduction to Philosophy (3)
_____ Religious Studies 101. World Religions (3)
_____ Certified Transfer Course (C2 - Philosophy/Religious Studies)

5. Foreign Language

_____ Chinese 101 (5), 102 (5), 201 (5), or 202 (5)
_____ Classics 101G (5), 101L (5), 120 (3), 202G (5), or 202L (5)
_____ French 100A (5), 100B (5), 201 (3), 220 (3), 221 (3)
_____ German 100A (5), 100B (5), or 202 (3)
_____ Hebrew 101 (3) or 102 (4)
_____ Italian 100A (5), 100B (5), 200A (3), or 200B (3)
_____ Japanese 111 (6), 112 (6), 211 (6) or 212 (6)
_____ Linguistics 242. Experiences in Foreign Language Study (3)
_____ Portuguese 101. Elementary/Intensive Portuguese I (5)
_____ Russian 100A (5), 100B (5), 200A (5), 200B (5), or 211 (3)
_____ Spanish 101 (4), 102 (4), 201 (4), 202 (4), 211 (3), 212 (3), 281 (3), or 282 (3)
_____ Certified Transfer Course (C2 - Foreign Language)

Transfer Students only:

_____ *Area C Certified (C1, C2, & C1 or C2)*

+ Only one of these three courses may be taken for General Education credit.

IX. GE III. AMERICAN INSTITUTIONS.

Three of the six units of coursework which meet the American Institutions requirement for graduation (see page 2 of checklist) may be used in GE, excluding courses numbered 500 or higher.

Course Used: ______________________

IX. GE IV. EXPLORATIONS.

Upper division GE (9 units) Courses in this area may NOT be taken sooner than the semester in which you achieve upper division standing (60 units passed). Complete one course each in areas A, B, and C. ***One course must be a course in cultural diversity, designated by an "*".*** (Majors in the departments of Astronomy, Biology, Chemistry, Geological Sciences, Mathematical Sciences, Natural Science, and Physics may replace the area A course with an additional course from area B or C). Courses in your major may not be used in Explorations (except for the three-unit rule, described on page 95 of the General Catalog).

Remaining	Course	Units
A. Natural Sciences	______________	________
B. Social and Behavioral Sciences	______________	________
C. Humanities	______________	________

*_____ Cultural Diversity course done

UAC Advisor______________________________________Date____________________

Other institutions attended:

____

____

____

Comments:

Remember to order an official evaluation via RegLine as soon as you have 56 units, a declared major, and are enrolled at SDSU.

University Advising Center
Student Services Building, Room 1641
(619) 594-6668 Telephone
(619) 594-1553 Fax
advising@mail.sdsu.edu

Bring this checklist with you each time you visit us, along with your transcripts and other important advising documents.

This Checklist is not meant to substitute for, but to be used in conjunction with, the complete information available in the SDSU General Catalog.

Part J.

Curricula

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Plan 1
CETYS @ Southwestern and SDSU

EMPHASES English and North America

Classes I, II

SEM TAKEN	Course	UNITS	SDSU	CETYS	SWC	SUBS FOR SDSU	GE AREA	PREP	MAJOR	LD GE	UD GE	NOTES
1	Comportamiento Humano	3		3		Psych 101	II - B			3		G.E. Area Lower Division
1	Comunicación en Español I	3		3		Span 282	II - C5			3		G.E. Area Lower Division
1	Contabilidad General	3		3		Acctg 201		3				Prep for Major(Business)/ In lieu of Acctg 201
1	Filosofía de la Ciencia	3		3		Phil 102	II - C4			3		G.E. Area Lower Division
1	Matemáticas	3		3								
1	Sociología	3		3								
1	Macroeconomía	3		3		Econ 101		3		3		Prep for Major (Business)/In lieu of Econ 101
2	Computación Aplicada	3		3								
2	Comunicación en Español II	3		3								
2	Comunicación en inglés I	3		3		IDS 290		3				Prep for Major (Language)/ In lieu of IDS 290
2	Contabilidad de Costos	3		3								
2	Historia del Pensamiento Admvo.	3		3								
2	Metodología de la Investigación	3		3								
2	Probabilidad	3		3								
3	Contabilidad Admva.	3		3		Acctg 202		3				Prep for Major (Business)/ In lieu of Acctg 202
3	Estadística Aplicada	3		3		Math 119	I - C	3		3		Prep for Major (Business)/ In lieu of Math 119
3	Proceso Administrativo	3		3		Mgt 350			3			Major (Business)/ In lieu of Mgt 350
3	Literatura Latinoamericana	3		3			II - C1			3		G.E. Area Lower Division
3	Microeconomía	3		3		Econ 102	II - B	3				Prep for Major (Business)/ In lieu of Econ 102
3	Sistemas de Información	3		3		IDS 180		3				Prep for Major (Business)/ In lieu of IDS 180
4	Geography 100	3			3	Geog 101	II - A2			3		G.E. Area Lower Division
4	Music 107	3			3		II - C2			3		G.E. Area Lower Division
4	English 115	3			3	RW 100	I - A1	3		3		Prep for Major (Language)
4	Speech 103	3			3	Sp C 103	I - B	3		3		Prep for Major (Language)
4	History 100	3			3	Hist 110A	III	3		3		Prep for Major (Regional/Cultural)
s	English 116 (summer)	3			3	RW 200	I - A2	3		3		Prep for Major (Language)
s	History 101 (summer)	3			3	Hist 110B		3				Prep for Major (Regional/Cultural)
	Biology 101 (Lab, credit by examination)	1			1	Biology 100L	II - A3			1		G.E. Area Lower Division
	Biology 100 (credit by examination)	3			3	Biology 100	II - A1			3		G.E. Area Lower Division
	Speech 174 (waived)	0			0	Spc 204		0				Prep for Major (Language) waived
5	Admon. Financiera I	3		3		Fin 323			3			Prep for Major (Business) Year sequence require/ In lieu of Fin323
5	Admon. de Operaciones y Producción	3		3		IDS 302			3			Major (Business)/ In lieu of IDS 302
5	Derecho de los Negocios	3		3		FIN 140		3				Prep for Major (Business)/ In lieu of FIN 140
5	Recursos Humanos	3		3								
5	Admon. de Mercadotecnia	3		3		Mkt 370			3			Major (Business)/ In lieu of MKTG 370
5	Admon. Financiera II	3		3		FIN 323			3			Major (Business)Year sequence required/ In lieu of Fin 323
6	Antropología Cultural	3		3					3			
6	Introducción a los Negocios Internacionales	3		3								
6	Admon. Op. Int. I.	3		3								
6	Análisis e Investigación de Mercado	3		3								
6	Comercio Internacional	3		3								
6	Cultura Hispanoamericana	3		3								
7	Economics 565	3	3			Econ 565			3			Major (Regional/Cultural)
7	Finance 329	3	3			Fin 329			3			Major (Business)
7	Marketing 376	4	4			Mktg 376			4			Major (Business)
7	Mexican-American Studies 355	3	3			MAS 355	IV - B		3		3	Major (Regional/Cultural Group A)G.E. upper division
7	Speech Communication 307	3	3			Spc 307			3			Major (Language)
7	North American Studies	3	3						3			Major (Regional/Cultural Group B)
8	General Ed-Exp Humanities	3	3				IV - C3				3	G.E. Area Upper Division
8	General Ed-Exp. Natural Scienc	3	3				IV - A				3	G.E. Area Upper Division
8	IB 495	3	3			IB 495			3			Major (Regional)
8	IDS 396W	3	3			IDS 396W			3			Major (Language)
8	Linguistics 305W	3	3			Ling 305W			3			Major (Language)
8	Management 405	3	3			Mgt 405			3			Major (Business)
9	Admon. de Op. Int. II	3		3								
9	Regimenes Comerciales y Aduaneros	3		3								
9	Etica de los Negocios	3		3								
	TOTALS	167	37	105	25			39	49	40	9	
	Total SDSU UNITS (46)								TOTAL GE UNITS (49 w/petitions)			
	TOTAL SDSU UD MAJOR UNITS (40)								TOTAL SDSU GE UNITS (9)			

EMPHASES English and North America

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Plan 1
CETYS @ SDSU

Class III and on

SEM TAKEN	Course	UNITS	SDSU	CETYS	SUB FOR SDSU	GE AREA	PREP	MAJOR	LD GE	UD GE	NOTES
1	El Hombre y la Sociedad	3		3		II - B			3		G.E. area lower division
1	Técnicas de la Comunicación	3		3		I - 1			3		G.E. area lower division
1	Comunicación en Inglés I	3		3		II - C5			3		G.E. area lower division
1	Contabilidad General	3		3	Acctg 201		3				Prep for Major(Business)/ In lieu of Acctg 201
1	El Hombre y la Etica	3		3	Phil 102	II - C4			3		G.E. area lower division
1	Matemáticas	3		3							
2	Macroeconomía	3		3	Econ 101		3		3		Prep for Major (Business)/In lieu of Econ 101
2	Computación Aplicada	3		3							
2	Comunicación en Inglés II	3		3	IDS 290		3				Prep for Major (Language)/ In lieu of IDS 290
2	Contabilidad de Costos	3		3							
2	Metodología de la Investigación	3		3							
3	Contab. para la Toma de Decisiones	3		3	Acctg 202		3				Prep for Major (Business)/ In lieu of Acctg 202
3	Probabilidad y Estadística	3		3	Math 119	I - C	3		3		Prep for Major (Business)/ In lieu of Math 119
3	Proceso Administrativo	3		3	Mgt 350			3			Major (Business)/ In lieu of Mgt 350
3	Microeconomía	3		3	Econ 102	II - B	3				Prep for Major (Business)
3	Sistemas de Información Gerencial	3		3	IDS 180		3				Prep for Major (Business)/ In lieu of IDS 180
3	Derecho de los Negocios	3		3	Fin 140		3				Prep for Major (Business)/ In lieu of FIN 140
4	Admon. de operaciones	3		3	IDS 302						Major (Business)/In lieu of IDS 302
4	Análisis e Investigación de Mercado	3		3							
4	Comercio Internacional	3		3							
4	Culturas Comparadas	3		3							
4	Administración Financiera II	3	3		Fin 323			3			Major (Business)
4	Administración de Mercadotecnia	3	3		Mkt 370			3			Major (Business)
5	Geography 101	3	3		Geog 101	II - A2			3		G.E. area lower division
5	General Edu-Foundation Humanities	3	3		GE	II - C2			3		G.E. area lower division -Foundation, Humanities
5	RW 100	3	3		RW 100	I - 2	3		3		Prep for Major (Language)
5	Hist 110A	3	3		Hist 110A	III	3		3		Prep for Major (Regional/Cultural)
5	Speech 103	3	3		Speech 103	I-B	3		3		Prep for Major (Language)
6	RW 200	3	3		RW 200	I - 3	3		3		Prep for Major (Language)
6	Hist 110B	3	3		Hist 110B		3				Prep for Major (Regional/Cultural)
6	Biology 100L	1	1		Biology 100L	II - A3			1		G.E. area lower division
6	Biology 100	3	3		Biology 100	II - A1			3		G.E. area lower division
6	General Education-Foundation Humanities	3	3			II - C1			3		
7	IDS 396W	3	3		IDS 396W			3			Major (Language)
7	General Ed-Exp. Natural Scienc	3	3			IV - A				3	G.E. area upper division
7	Mexican-American Studies 355	3	3		MAS 355	IV - B		3		3	Major (Regional/Cultural Group A)
7	Economics 565	3	3		Econ 565			3			Major (Regional/Cultural)
7	Speech Communication 307	3	3		Spc 307			3			Major (Language)
7	North American Studies	3	3	3					3		Major (Regional/Cultural Group B)
8	General Ed-Exp Humanities	3	3			IV - C3				3	G.E. area upper division
8	Finance 329	3	3		Fin 329			3			Major (Business)
8	Marketing 376	4	4		Mktg 376			4			Major (Business)
8	Linguistics 305W	3	3		Ling 305W			3			Major (Language)
8	Management 405	3	3		Mgt 405			3			Major (Business)
	IB 495 Internship (summer)	3	3		IB 495			3			Major (Regional/Cultural)
	Spc 204 (waived)	0	0		Spc 204		0				Prep for Major (Language) waived
	TOTALS	**134**	**71**	**66**			**39**	**37**	**46**	**9**	

Total SDSU UNITS (37)
TOTAL SDSU UD MAJOR UNITS (31)

TOTAL GE UNITS (49 w/petitons)
TOTAL SDSU GE UNITS (9)

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EMPHASES English and North America

Plan 1
CETYS @ Southwestern and SDSU

Class III and on

SEM TAKEN	Course	UNITS	SDSU	CETYS	SWCC	SUB FOR SDSU	GE AREA	PREP	MAJOR	LDGE	UDGE	NOTES
1	El Hombre y la Sociedad	3		3			II - B			3		G.E. area lower division
1	Técnicas de la Comunicación	3		3			I - 1			3		G.E. area lower division
1	Comunicación en Inglés I	3		3			II - C5			3		G.E. area lower division
1	Contabilidad General	3		3		Acctg 201		3				Prep for Major(Business)/ In lieu of Acctg 201
1	El Hombre y la Etica	3		3		Phil 102	II - C4			3		G.E. area lower division
1	Matemáticas	3		3								
2	Macroeconomia	3		3		Econ 101		3		3		Prep for Major (Business)/In lieu of Econ 101
2	Computación Aplicada	3		3								
2	Comunicación en Inglés II	3		3		IDS 290		3				Prep for Major (Language)/ In lieu of IDS 290
2	Contabilidad de Costos	3		3								
2	Metodologia de la Investigación	3		3								
3	Contab. para la Toma de Decisiones	3		3		Acctg 202		3				Prep for Major (Business)/ In lieu of Acctg 202
3	Probabilidad y Estadística	3		3		Math 119	I - C	3		3		Prep for Major (Business)/ In lieu of Math 119
3	Proceso Administrativo	3		3		Mgt 350			3			Major (Business)/ In lieu of Mgt 350
3	Microeconomia	3		3		Econ 102	II - B	3				Prep for Major (Business)
3	Sistemas de Información Gerencial	3		3		IDS 180		3				Prep for Major (Business)/ In lieu of IDS 180
3	Derecho de los Negocios	3		3		Fin 140		3				Prep for Major (Business)/ In lieu of FIN 140
4	Admon. De operaciones	3		3		IDS 302						Major (Business)/In lieu of IDS 302
4	Análisis e Investigación de Mercado	3		3								
4	Comercio Internacional	3		3								
4	Culturas Comparadas	3		3								
4	Administración Financiera II	3		3		Fin 323			3			Major (Business)
4	Administración de Mercadotecnia	3		3		Mkt 370			3			Major (Business)
5	Geography 100	3			3	Geog 101	II - A2			3		G.E. area lower division
5	General Edu Foundation Humanities	3			3		II - C2			3		G.E. area lower division
5	English 115	3			3	RW 100	I - 2	3		3		Prep for Major (Language)
5	History 100	3			3	Hist 110A	III	3		3		Prep for Major (Regional/Cultural)
5	Speech 103	3	3			Speech 103	I-B	3		3		Prep for Major (Language)
6	English 116 (summer)	3			3	RW 200	I - 3	3		3		Prep for Major (Language)
6	History 101 (summer)	3			3	Hist 110B		3				Prep for Major (Regional/Cultural)
6	Biology 101 (Lab, credit by examination)	1			1	Biology 100L	II - A3			1		G.E. area lower division
6	Biology 100 (credit by examination)	3			3	Biology 100	II A1			3		G.E. area lower division
7	IDS 396W	3	3			IDS 396W			3			Major (Language)
7	General Ed-Exp. Natural Scienc	3	3				IV - A				3	G.E. area upper division
7	Mexican-American Studies 355	3	3			MAS 355	IV - B		3		3	Major (Regional/Cultural Group A)
7	Economics 565	3	3			Econ 565			3			Major (Regional/Cultural)
7	North American Studies	3	3						3			Major (Regional/Cultural Group B)
7	Speech Communication 307	3	3			Spc 307			3			Major (Language)
8	General Ed-Exp Humanities	3	3				IV - C3				3	G.E. area upper division
8	Finance 329	3	3			Fin 329			3			Major (Business)
8	Marketing 376	4	4			Mktg 376			4			Major (Business)
8	Linguistics 305W	3	3			Ling 305W			3			Major (Language)
8	Management 405	3	3			Mgt 405			3			Major (Business)
	Speech 174 (waived)	0			0	Spc 204		0				Prep for Major (Language) waived
	IB 495 (Summer)	3	3			IB 495			3			Major (Regional/Cultural)
	TOTALS	**131**	**40**	**69**	**22**			**39**	**40**	**40**	**9**	
	Total SDSU UNITS (37)								**TOTAL GE UNITS (49 w/petitons)**			
	TOTAL SDSU UD MAJOR UNITS (31)								**TOTAL SDSU GE UNITS (9)**			

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Plan 2
SDSU @ CETYS

EMPHASES: Spanish and Latin America

Class IV and on

SEM TAKEN	Course	UNITS	SDSU	CETYS	SUB FOR SDSU	PREP	MAJOR	LD GE	UD GE	GE AREA	Notes
1	Rhetoric and Writing 100	3	3		RW 100			3		I - A1	
[illegible]	Economics 102	3	3		Econ 102	3		3		II - B	Prep for Major (Business)
[illegible]	Spanish 202/212 or 282	7	7		Span 202	3		3		II - C5	Prep for Major (Language) 3 units for GE.
1	Accounting 201	3	3		Acctg 201	3					Prep for Major (Business)
1	IDS 180	3	3		IDS 180	3					Prep for Major (Business)
[illegible]	Rhetoric and Writing 200	3	3		RW 200			3		I - A2	
2	History 115 A	3	3					3		III	Prep for Major (Regional/Cultural Studies)
2	Accounting 202	3	3		Acctg 202	3					Prep for Major (Business)
[illegible]	Spanish 301 or 381	3	3		Span 301	3					Major (Langunge)
[illegible]	Math 119	3	3		Math 119	3		3		I - C	Prep for Major (Business)
3	Physical Science	3	3					3		II - A2	
[illegible]	Speech 103	3	3		Sp C 103			3		I - B	
[illegible]	Management 350	3	3		Mgt 350		3				Major (Business)
3	Life Science and Lab	4	4					4		II - A1	
3	History 115B	3	3					3		III	Prep for Major (Regional/Cultural Studies)
[illegible]	Administración Financiera I	3		3			3				Major (Business)/In lieu of Fin 323
[illegible]	El Hombre y la Sociedad	3		3				3		II - B	
4	Administración de Mercadotecnia	3		3			3				Major (Business)/ In lieu of Mktg 370
[illegible]	Comportamiento Hum. en la Organización	3		3							
[illegible]	Macroeconomía	3		3	Econ 101	3					Prep for Major (Business)
[illegible]	Derecho de los Negocios	3		3	Fin 140	3					Prep for Major (Business)/ In lieu of Fin 140
5	Administración Financiera II	3		3			3				Major (Business)/ In lieu of Fin 323
[illegible]	Administración de Operaciones	3		3	IDS 302		3				Major (Business)/ In lieu of IDS 302
[illegible]	Economía Mexicana	3		3			3				Major (Regional/Cultural)
5	Mercadotecnia Internacional	3		3			3				Major (Language)/In lieu of Span 307
5	Literatura Latinoamericana	3		3		3		3		II - C1	Prep for Major (Regional/Cultural)
[illegible]	Historia de México	3		3			3				Major (Regional/Cultural)
6	Finanzas Internacionales	3		3							
6	Legislación Aduanera	3		3							
[illegible]	Derecho Internacional	3		3							
[illegible]	Comercio Internacional	3		3			3				Major (Language)/ In lieu of Span 497
6	Análisis e Inv. Mercados	3		3							
6	Culturas Comparadas	3		3			3		3	IV-B	Major (Regional/Cultural)
[illegible]	Marco Fiscal	3		3							
7	Publicidad y Promocion de Ventas	3		3							
7	Projectos de Exportación	3		3							
7	Lógistica, Compras, Medios de Trans.										
7	El Hombre y la Etica	3		3	Phil 101			3		II - C4	
7	El Hombre y la Historia	3		3	Hist 101			3		II - C3	
8	Gen Ed-Explorations Natural Science	3	3						3	IV - A	
8	Gen Ed-Explorations Humanities	3	3						3	IV - C2	
8	Finance 329	3	3		Fin 329		3				Major (Business)
8	IB 495	3	3		IB 495		3				Major (Regional/Cultural)
8	Management 405	3	3		Mgt 405		3				Major (Business)
8	Marketing 376	4	4		Mktg 376		4				Major (Business)
	TOTALS	**138**	**69**	**69**		**30**	**42**	**42**	**9**		
	TOTAL SDSU UNITS (66)				**TOTAL SDSU GE UNITS (37)**						
	TOTAL SDSU UD MAJOR UNITS (19)				**Total GE UNITS (49)**						

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Plan 3
Southwestern @ CETYS AND SDSU

EMPHASES: Spanish and Latin America

Class IV and on

SEM TAKEN	Course	UNITS	SDSU	CETYS	SWC	SUB FOR SDSU	PREP	MAJOR	LD GE	UD GE	GE AREA	Notes
1	English 115	3			3	RW 100			3		I - A1	
1	Economics 102	3			3	Econ 102	3		3		II - B	Prep for Major (Business)
1	Spanish 230 and 226	8			8		8		3		II - C5	Prep for Major (Language) 3 units for GE
1	Accounting 101	3			3	Acctg 101	3					Prep for Major (Business)
1	CIS 101	3			3	IDS 180	3					Prep for Major (Business)
2	English 116	3			3	RW 200			3		I - A2	
2	Speech 103	3			3	Sp C 103			3		I - B	
2	Accounting 102	3			3	Acctg 202	3					Prep for Major (Business)
2	Math 119	3			3	Math 119	3		3		I - C	Prep for Major (Business)
3	Physical Science	3			3				3		II - A2	
3	Span 301 or 381	3	3			Span 301		3				Major (Language)
3	Management 350	3	3			Mgt 350		3				Major (Business)
3	Life Science and Lab	4	4						4		II - A1	
3	History 115A and B	6	6						6		III	Prep for Major (Regional/Cultural Studies)
4	Administración Financiera I	3		3				3				Major (Business)/In lieu of Fin 323
4	El Hombre y la Sociedad	3		3					3		II - B	
4	Administración de Mercadotecnia	3		3				3				Major (Business)/ In lieu of Mktg 370
4	Comportamiento Hum. en la Organización	3		3								
4	Macroeconomía	3		3		Econ 101	3					Prep for Major (Business)
4	Derecho de los Negocios	3		3		Fin 140	3					Prep for Major (Business)/ In lieu of Fin 140
5	Administración Financiera II	3		3				3				Major (Business)/ In lieu of Fin 323
5	Administración de Operaciones	3		3		IDS 302		3				Major (Business)/ In lieu of IDS 302
5	Economía Mexicana	3		3				3				Major (Regional/Cultural)
5	Mercadotecnia Internacional	3		3				3				Major (Language)/In lieu of Span 307
5	Literatura Latinoamericana	3		3			3		3		II - C1	Prep for Major (Regional/Cultural)
5	Historia de México	3		3				3				Major (Regional/Cultural)
6	Finanzas Internacionales	3		3								
6	Legislación Aduanera	3		3								
6	Derecho Internacional	3		3								
6	Comercio Internacional	3		3				3				Major (Language)/ In lieu of Span 497
6	Análisis e Inv. Mercados	3		3								
6	Culturas Comparadas	3		3				3		3	IV-B	Major (Regional/Cultural)
7	Marco Fiscal	3		3								
7	Publicidad y Promoción de Ventas	3		3								
7	Proyectos de Exportación	3		3								
7	Logística, Compras, Medios de Trans.											
7	El Hombre y la Etica	3		3		Phil 101			3		II - C4	
7	El Hombre y la Historia	3		3		Hist 101			3		II - C3	
8	Gen Ed-Explorations Natural Science	3	3							3	IV - A	
8	Gen Ed-Explorations Humanities	3	3							3	IV - C2	
8	Finance 329	3	3			Fin 329		3				Major (Business)
8	IB 495	3	3			IB 495		3				Major (Regional/Cultural)
8	Management 405	3	3			Mgt 405		3				Major (Business)
8	Marketing 376	4	4			Mktg 376		4				Major (Business)
	TOTALS	**139**	**35**	**69**			**32**	**46**	**43**	**9**		

TOTAL SDSU UNITS (35)
TOTAL SDSU UD MAJOR UNITS (19)
TOTAL SDSU GE UNITS (18)
Total GE UNITS (49)

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PLAN 4
UABC @ SWCC and SDSU

Articulation Agreement

EMPHASES English and North America

SEM TAKEN	COURSE	UNITS	SDSU	UABC	SWCC	SUB FOR SDSU	PREP	MAJOR	LD GE	UD GE	GE AREA	NOTES
1	Economics 101	3			3	Econ 101	3		3		II - B	Prep for Major (Business)
1	English 115	3			3	RW 100	3		3		I - A1	Prep for Major (Language)
1	Geography 100	3			3	Geog 101			3		II - A2	
1	History 100	3			3	Hist 110A	3		3		III	Prep for Major (Regional/Cultural)
1	Speech 103	3			3	Sp C 103	3		3		I - B	Prep for Major (Language)
2	Economics 102	3			3	Econ 102	3		3		II - B	
2	English 116	3			3	RW 200	3		3		I - A2	Prep for Major (Language)
2	History 101	3			3	Hist 110B	3		3			Prep for Major (Regional/Cultural)
2	Music 107	3			3				3		II - C2	
2	Philosophy 120	3			3	Phil 101			3		II - C4	
2	Speech Communication 174 (waived)	0			0	SP C 245	0					Prep for major (Language)
	Biology 100 (credit by examination)	3			3	Biol 100			3		II - A1	
	Biology 101 L (Lab, credit by examination)	1			1	Biol 100 L			1		II - A3	
3	Comunicación Oral I	3		3			3					Prep for major (Language)/ in lieu of IDS 290
3	Entorno Legal de los Negocios en México I	3		3			3					Prep for Major (Business) / in lieu of Fin 140
3	Estadística I	3		3			3		3		I - C	Prep for Major (Business) / in lieu of Math 119
3	Informática I	3		3			3					Prep for Major (Business)/ in lieu of IDS 180
3	Microeconomia	3		3			3					Prep for Major (Business)/ in lieu of Econ 102
4	Entorno Legal de los Negocios en México II	3		3			3					Prep for Major (Business) / in lieu of Fin 140
4	Estadística II	3		3			3					Prep for Major (Business) / in lieu of Math 119
4	Expresión Oral y Escrita	3		3		Span 282			3		II - C5	
4	Contabilidad I	3		3			3					Prep for Major (Business)/ in lieu of Acctg 201
4	Sistemas de Información	3		3								
5	Administración y Conducta Organizacional	3		3				3				Major (Business)/ in lieu of Mgt 350
5	Contabilidad Administrativa	3		3			3					Prep for Major (Business)/ in lieu of Acctg 202
5	Desarrollo Económico en América Latina	3		3				3				in lieu of Econ 464
5	Literatura Hispanoamericana del Siglo XX	3		3							II - C1	
5	Metodología de la Investigación	3		3				3				Major (Business)/ in lieu of IDS 302
6	Administración Financiera I	3		3				3				Major (Business)/ in lieu of Fin 323
6	Introducción a los Negocios Internacionales	3		3								
6	Mercadotecnia	3		3				3				Major (Business)/ in lieu of Mktg 370
6	Psicología del Mexicano	3		3								
6	Relaciones Comerciales en Norteamérica	3		3				3				Major (Regional/Cultural)
7	Administración Financiera II	3		3								
7	Cultura de la Frontera México-Estados Unidos	3		3			3					Prep for Major (Regional/Cultural)
7	Investigación de Mercados	3		3								
7	Lenguaje de Negocios	3		3								
7	Recursos Humanos I	3		3								
8	Finance 329	3	3			Fin 329		3				Major (Business)
8	Gen Ed- Explorations Natural Science	3	3							3	IV - A	
8	Linguistics 305W	3	3			Ling 305W		3				Major (Language)
8	Marketing 376	4	4			Mktg 376		4				Major (Business)
8	Mexican American Studies 355	3	3			MAS 355		3		3	IV - B	Major (Regional/Cultural, Group B course)
9	Speech Communications 307	3	3			Sp C 307		3				Major (Language)
9	Gen Ed- Explorations Humanities	3	3							3	IV - C3	
9	IB 495	3	3			IB 495		3				Major (Regional/Cultural)
9	IDS 396W	3	3			IDS 396W		3				Major (Language, from group A)
9	Management 405	3	3			Mgt 405		3				Major (Business)
9	North American Studies, Group A	3	3					3				Major (Regional/Cultural)
10	Administracion Intercultural	3		3								
10	Desarrollo del Producto y Servicio a Nivel Internacional	3		3								
10	Instrumentos de Inversión y Financiamiento	3		3								
10	Planeación de Inversiones Internacionales	3		3								
10	Producción	3		3								
	TOTALS	158	34	90	34		51	46	40	9		
	TOTAL SDSU UNITS (37 w/repeat)	**TOTAL GE UNITS (49)**										
	TOTAL SDSU UD MAJOR UNITS (28)	**TOTAL SDSU GE UNITS (9)**										

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PLAN 4
UABC @ SDSU

Articulation Agreement

EMPHASES: English and North America

SEM TAKEN	COURSES	UNITS	SDSU	UABC	SUB FOR SDSU	PREP	MAJOR	LD GE	UD GE	GE AREA	NOTES
1	Economics 101	3	3		Econ 101	3		3		II - B	Prep for Major (Business)
1	Rethoric and Writing 100	3	3		RW 100	3		3		I - A1	Prep for Major (Language)
1	Geography 101	3	3		Geog 101			3		II - A2	
1	History 110A	3	3		Hist 110A	3		3		III	Prep for Major (Regional/Cultural)
1	Speech 103	3	3		Sp C 103	3		3		I - B	Prep for Major (Language)
1	General Ed-Foundations Social Sciences	3	3					3		II-B	
2	Rethoric and Writing 200	3	3		RW 200	3		3		I - A2	Prep for Major (Language)
2	History 110B	3	3		Hist 110B	3		3			Prep fol Major (Regional/Cultural)
2	General Ed-Foundations Humanities (C2)	3	3					3		II - C2	
2	Philosophy 101	3	3		Phil 101			3		II - C4	
2	Speech Communication 245 (waived)	0	0		SP C 245	0					Prep for major (Language)
	Biology 100	3	3		Biol 100			3		II - A1	
	Biology 100 L	1	1		Biol 100 L			1		II - A3	
3	Comunicación Oral I	3		3		3					Prep for major (Language)/ In lieu of IDS 290
3	Entorno Legal de los Negocios en México I	3		3		3					Prep for Major (Busieness) / In lieu of Fin 140
3	Estadística I	3		3		3		3		I - C	Prep for Major (Business) / In lieu of Math 119
3	Informática	3		3		3					Prep for Major (Business)/ In lieu of IDS 180
3	Microeconomía	3		3		3		3		II-B	Prep for Major (Business)/ In lieu of Econ 102
4	Entorno Legal de los Negocios en México II	3		3		3					Prep for Major (Business) / In lieu of Fin 140
4	Estadística II	3		3		3					Prep for Major (Business) / In lieu of Math 119
4	Expresión Oral y Escrita	3		3	Span 282			3		II - C5	
4	Contabilidad I	3		3		3					Prep for Major (Business)/ In lieu of Acctg 201
4	Sistemas de Información	3		3							
5	Administración del Comportamiento Organizacional	3		3			3				Major (Business)/ In lieu of Mgt 350
5	Contabilidad Administrativa	3		3		3					Prep for Major (Business)/ In lieu of Acctg 202
5	Desarrollo Económico en América Latina	3		3			3				In lieu of Econ 464
5	Literatura Hispanoamericana del Siglo XX	3		3						II - C1	
5	Metodología de la Investigación	3		3			3				Major (Business)/ In lieu of IDS 302
6	Administración Financiera I	3		3			3				Major (Business)/ In lieu of Fin 323
6	Introducción a los Negocios Internacionales	3		3							
6	Mercadotecnia	3		3			3				Major (Business)/ In lieu of Mktg 370
6	Psicología del Mexicano	3		3							
6	Relaciones Económicas y Comerciales en Norteamérica	3		3			3				Major (Regional/Cultural)
7	Administración Financiera II	3		3							
7	Cultura de la Frontera México/Estados Unidos	3		3		3					Prep for Major (Regiona/Cultural)
7	Investigación del Mercado	3		3							
7	Lenguaje de Negocios	3		3							
7	Recursos Humanos I	3		3							
8	Finance 329	3	3		Fin 329		3				Major (Business)
8	Gen Ed- Explorations Natural Science	3	3						3	IV - A	
8	Linguistics 305W	3	3		Ling 305W		3				Major (Language)
8	Marketing 376	4	4		Mktg 376		4				Major (Business)
8	Mexican American Studies 355	3	3		MAS 355		3		3	IV - B	Major (Regional/Cultural, Group B course)
9	Speech Communications 307	3	3		Sp C 307		3				Major (Language)
9	Gen Ed- Explorations Humanities	3	3						3	IV C3	
9	IB 495 (internship)	3	3		IB 495		3				Major (Regional/Cultural)
9	IDS 396W	3	3		IDS 396W		3				Major (Language, from group A)
9	Management 405	3	3		Mgt 405		3				Major (Business)
9	North American Studies, Group A	3	3				3				Major (Regional/Cultural)
10	Administración Intercultural	3		3							
10	Desarrollo del Producto y Servicio a Nivel Internacional	3		3							
10	Instrumentos de Inversión y Financiamiento	3		3							
10	Planeación de Inversiones Internacionales	3		3							
10	Producción	3		3							
	TOTALS	158	68	90		48	46	43	9		
	TOTAL SDSU UNITS (37 w/repeat)										
	TOTAL SDSU UD MAJOR UNITS (28)	TOTAL GE UNITS (49)									
		TOTAL SDSU GE UNITS (9)									

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Plan 5
SDSU @ UABC

Articulation Agreement

EMPHASES: Spanish and Latin America

SEM TAKEN	Course	UNITS	SDSU	UABC	SUB FOR SDSU	PREP	MAJOR	LDGE	UDGE	GE AREA	NOTES
1	Economics 101	3	3		Econ 101	3		3		II - B	Prep for Major (Business)
1	Rhetoric and Writing 100	3	3		RW 100			3		I - A1	
1	Life Science	3	3					3		II - A1	
1	Life Science Lab	1	1					1		II - A3	
1	Spanish 212 or 281 or 350	3	3		Span 212	3					Prep for Major (Language)
2	Spanish 202 or 282 or English 305	4	4		Span 202	4		3		II - C5	Prep for Major (Language)
2	American Institutions	3	3					3		III	
2	Rhetoric and Writing 200	3	3		RW 200			3		I - A2	
2	IDS 180	3	3		IDS 180	3					Prep for Major (Business)
2	Speech 103	3	3		Sp C 103			3		I - B	
3	Physical Science	3	3					3		II - A2	
3	Gen Ed-Humanities	3	3					3		II - C2	
3	Gen Ed-Humanities	3	3					3		II - C3	
3	Gen Edu-Social Science	3	3					3		II - B	
3	American Institutions	3	3								
4	Comunicación Oral I	3		3			3				Major (Language)/ In lieu of Span 301
4	Estadística I	3		3		3		3		I - C	Prep for Major (Business) / In lieu of Math 119
4	Lenguaje de Negocios	3		3			3				Major (Languge)/ In lieu of Span 497
4	Entorno Legal de los Negocios en México I	3		3		3					Year sequence req'd / In lieu of Fin 140
4	Microeconomía	3		3		3					Prep for Major (Business)/ In lieu of Econ 102
5	Cultura de la Frontera México-Estados Unidos	3		3		3					Prep for Major (Regional/Cultural)/In lieu of Hist 115B
5	Entorno Legal de los Negocios en México II	3		3		3					Prep for Major (Business) / In lieu of Fin 140
5	Expresión Oral y Escrita	3		3							
5	Estadística II	3		3		3					Prep for Major (Business) / In lieu of Math 119
5	Contabilidad I	3		3		3					Prep for Major (Business)/ In lieu of Acctg 201
6	Contabilidad Administrativa	3		3		3					Prep for Major (Business) / In lieu of Acctg 202
6	Desarrollo Económico en América Latina	3		3	Econ 464		3		3	IV - B	Major (Regional/Cultural) In lieu of Econ 464
6	Metodología de la Investigación	3		3			3				Major (Business)/ In lieu of IDS 302
6	Administración y Conducta Organizacional	3		3			3				Major (Business)/ In lieu of Mgt 350
6	Literatura Hispanoamericana del Siglo XX	3		3		3		3		II - C1	Prep for Major (Regional/Cultural)
7	Mercadotecnia	3		3			3				Major (Business) / In lieu of Mktg 370
7	Administración Financiera	3		3			3				Major (Business) / In lieu of Fin 323
7	Introducción a los Negocios Internacionales	3		3			3				Major (Languge) / In lieu of Span 307
7	Psicología del Mexicano	3		3			3				Major (Regional/Cultural)
7	Relaciones Comerciales en Norteamérica	3		3			3				Major (Regional/Cultural) / In lieu of Econ 565
8	Gen Ed-Explorations Humanities	3	3						3	IV - C4	
8	Spanish 491	3	3								
8	Spanish 492	3	3								
8	IB 495	3	3		IB 495		3				Major (Regional/Cultural)
8	Finance 329	3	3		Fin 329		3				Major (Business)
9	Gen Ed-Explorations Natural Science	3	3						3	IV - A	
9	Spanish 493	3	3								
9	Spanish 556	3	3								
9	Spanish 495	3	3								
9	Management 405	3	3		Mgt 405		3				Major (Business)
9	Marketing 376	4	4		Mktg 376		4				Major (Business)
	TOTALS	138	78	60		40	43	40	9		
	TOTAL SDSU UNITS (78)		**TOTAL GE UNITS (49)**								
	TOTAL SDSU UD MAJOR UNITS (13)		**TOTAL SDSU GE UNITS (40)**								

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Plan 6
Southwestern @ UABC and SDSU

Articulation Agreement

EMPHASES: Spanish and Latin America

	Course	UNITS	SDSU	UABC	SWC	SUB FOR SDSU	PREP	MAJOR	LD GE	UD GE	GE AREA	NOTES
1	Biology 100	3			3	Biol 100			3		II - A1	
1	Biology 101	1			1	Biol 100L			1		II - A3	
1	Economics 101	3			3	Econ 101	3		3		II - B	Prep for Major (Business)
1	English 118	3			3	RW 100			3		I - A1	
1	Spanish 226 or 350	3			3	Span 212	3					Prep for Major (Language)
2	Spanish 230 or English 350	5			5	Span 202	5		3		II - C5	Prep for Major (Language) Only 3 units apply to GE
2	American Institutions	3			3				3		III	
2	CIS 101	3			3	IDS 180	3					Prep for Major (Business)
2	English 116	3			3	RW 200			3		I - A2	
2	Geography 100	3			3	Geog 101			3		II - A2	
3	Speech 103	3			3	Sp C 103			3		I - B	
3	Gen Ed-Humanities	3			3				3		II - C2	
3	Gen Ed-Humanities	3			3				3		II - C3	
3	Gen Edu-Social Science	3			3				3		II - B	Not Economics
3	American Institutions	3			3						III	
4	Comunicación Oral I	3		3				3				Major (Language)/ In lieu of Span 301
4	Estadística I	3		3		Math 119	3		3		I - C	Prep for Major (Business) / In lieu of Math 119
4	Lenguaje de Negocios	3		3				3				Major (Language)/ In lieu of Span 307
4	Metodología de la Investigación	3		3				3				Major (Business)/ In lieu of IDS 302
4	Microeconomía	3		3			3					Prep for Major (Business)/ In lieu of Econ 102
5	Cultura de la Frontera México-Estados Unidos	3		3			3					Prep for Major (Regional/Cultural)/ In lieu of Hist 115B
5	Entorno Legal de los Negocios en México I	3		3			3					Prep for Major (Business) / In lieu of Fin 140
5	Estadística II	3		3			3					Prep for Major (Business) Year sequence req'd / In lieu of Math 119
5	Expresión Oral y Escrita	3		3								
5	Contabilidad I	3		3			3					Prep for Major (Business)/ In lieu of Acctg 201
6	Contabilidad Administrativa	3		3			3					Prep for Major (Business)/ In lieu of Acctg 202
6	Desarrollo Económico en América Latina	3		3		Econ 464		3		3	IV - B	Major (Regional/Cultural)
6	Entorno Legal de los Negocios en México II	3		3			3					Prep for Major (Business) / In lieu of Fin 140
6	Administración y Conducta Organizacional	3		3				3				Major (Business)/ In lieu of Mgt 350
6	Literatura Hispanoamericana del Siglo XX	3		3			3		3		II - C1	Prep for Major (Regional/Cultural)
7	Mercadotecnia	3		3				3				Major (Business) / In lieu of Mktg 370
7	Administración Financiera	3		3				3				Major (Business) / In lieu of Fin 323
7	Introducción a los Negocios Internacionales	3		3				3				Major (Language) / In lieu of Span 407
7	Psicología del Mexicano	3		3				3				Major (Regional/Cultural)
7	Relaciones Comerciales en Norteamérica	3		3				3				Major (Regional/Cultural)/ In lieu of Econ 565
8	Gen Ed-Explorations Humanities	3	3							3	IV - C4	
8	Spanish 491	3	3									
8	Spanish 492	3	3									
8	IB 495	3	3			IB 495		3				Major (Regional/Cultural)
8	Finance 329	3	3			Fin 329		3				Major (Business)
8	*One lower division GE course listed at SWC above must be taken instead at SDSU to fulfill SDSU residency requirement (see SDSU graduation requirements, section VII, D)*											
9	Gen Ed-Explorations Natural Science	3	3							3	IV - A	
9	Spanish 493	3	3									
9	Spanish 556	3	3									
9	Spanish 496	3	3									
9	Management 406	3	3			Mgt 406		3				Major (Business)
9	Marketing 376	4	4			Mktg 376		4				Major (Business)
	TOTALS	139	34	60	45		41	43	40	9		
	TOTAL SDSU UNITS (34)		TOTAL GE UNITS (49)									
	TOTAL SDSU UD MAJOR UNITS (13)		TOTAL SDSU GE UNITS (9)									

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Part K.

Professor Linda Gerber's Annual Reports (1994 & 1995)

Evaluation of the MEXUS Program's First Year
September 17, 1994

Submitted by Linda V. Gerber, Ph.D.
Director of Academic Programs
The Center for International Business Education and Research
The University of Texas at Austin

The MEXUS Program, administered by San Diego State University (SDSU) under a grant from the U.S. Department of Education's Fund of the Improvement of Postsecondary Education and implemented in conjunction with Southwestern Community College (SWC) of San Diego, Centro de Ensenanza Tecnica Y Superior (CETYS) of Tijuana, and Universidad Autonoma de Baja California (UABC) of Tijuana, is a comprehensive and integrated initiative providing cross-cultural education in international business for students of the consortium schools. The scope of the program is extremely ambitious and as a result, the first year's activities have not been without challenges. Nevertheless, the program is on-target and in the first year has succeeded in establishing the necessary format for student participation during the 1994-95 academic year.

This report will address the general status of the program with regard to the project's initial plan, followed by an analysis of current issues related to the project's future development, and concludes with an assessment of personnel and other resources essential to implementation of the MEXUS project. The report is based on the initial project grant proposal and the 1994 continuation proposal submitted to the U.S. Department of Education's Office of Postsecondary Education along with interviews of key individuals associated with the MEXUS program conducted on August 25 and 26, 1994 in San Diego and Tijuana.

Current Status

In accordance with the initial MEXUS proposal, the first year of the project focused on developing structures and personnel for the program's implementation, establishing essential networks for program integration, development of informational materials, and recruiting and selecting students to participate in the program. These basic 'infrastructure' requirements all have been accomplished. A program coordinator to oversee the MEXUS project has been hired and trained. Further, individuals at each institution have been identified and tasked with administrative and academic responsibility for the program. Each of the consortium participants have developed administrative and curricular systems and procedures to accommodate initial student participation. Extensive and successful promotion of the program to inform and attract student applicants has been undertaken. Key sources for recruiting students into the program from among each school's current student populations, as well as secondary schools who would be likely to have interested students have been identified and contacted. Finally, students from each institution have applied, been evaluated and selected for the program. These students began their studies in the program at the start of the 1994-95 academic year. Moreover, the project is in a solid position to continue development and expansion into the next program phase.

Current Issues

No program of this complexity can be implemented without significant difficulties. These challenges were identified and addressed during interviews with key program participants. Many of the problems which arose during the first year of the project, while noted during discussions with various individuals, have already been solved or circumvented. This section will address only those issues which pose current challenges to the project's implementation. Two general types of issues will be noted: *systemic*, defined here as issues common the project overall or to more than one institution, and *specific* or those which are particular to only one of the participating institutions.

Systemic Issues

1. Institutional Coordination: The greatest challenge posed by the MEXUS project is the coordination of systems across an exceptionally diverse set of institutions. The consortium participants span a multitude of continua from Mexico to the United States, from public to private institutions, and from two-year to four-year colleges. Bridging the differences inherent in this diversity is an enormous task. Differences across basic and academic cultures, across federal and state educational requirements in each country, across administrative procedures, and across institutional objectives and missions all have enormous impact on numerous large and small details of the program. It is essential that the goal consensus and mutual goodwill which has characterized the program so far be nurtured and maintained throughout the endeavor. It is also essential that top-level support be further maintained at each institution.

To accomplish this consensus, interaction between the key players at each institution should be continued as part of a regular schedule. Naturally there will be interaction between participants as program details necessitate, but this should not be a substitute for periodic programmed meetings among representatives from all institutions. Further, key program participants at each school should maintain regular contact with high-level administrators at their institutions to report on the program's status, to note institutional issues in implementation, and most importantly, to establish implicit institutional support. As an additional note, hallmark events such as the MEXUS inaugural celebration, have enormous benefit in maintaining enthusiasm, and when possible and appropriate, should be scheduled.

2. Student Recruiting and Selection: A significant systemic issue which may require further clarification is in the selection criteria for students. It seems that not all institutional participants are clear on the mix of students desired in the program and the level of academic merit which should be required for selection and continuation. All institutional participants are in agreement as to the desire for a high caliber and diverse mix of student participants, however, priorities between student academic qualifications

and diversity and program building goals are not uniformly understood. From discussions it seems that UABC and SWC place operational priority on program building while SDSU administrators prefer to maintain the highest academic criteria in preference to short-term growth in student participation. It does not seem that this is a point of conflict, but rather is an issue that has not been clarified across institutions. Overall it seems important to explicitly maintain high academic standards at this early stage in the program's growth. Quantity of participation is likely to increase in future years such that program growth not only will be achieved, but enhanced by strong academic selection criteria. The program currently is meeting enrollment objectives and has sufficient student participation to ensure viability and to provide feedback on implementation of the program. My opinion is that the program will be strengthened in the long-run by establishing demanding requirements for participation.

There is further concern on the U.S. side that diversity be maintained among the MEXUS students and that the program include both native and non-native speakers of Spanish. This is, I believe, an issue which will be resolved naturally as the long-term recruiting activities target a diverse set of students who will be building language skills in anticipation of applying to the program. If desired diversity is not achieved within two years, the issue should be addressed in more depth.

3. Secondary School Equivalency: This issue arises out of differences in national educational requirements between Mexico and the State of California. Students in the U.S. may complete high school educational requirements in a variety of ways: through direct graduation, through independent GDE courses, by GDE examination, or by remedial work at the college level. Any of these methods meet education requirements for post-secondary school admissions in California. However, in Mexico the actual high school graduation is the acceptable requirement for higher education. This difference has created uncertainty with regard to program eligibility for U.S. students who complete their high school equivalency through methods not available in Mexico. This issue requires clarification. Most likely this can be best achieved through the efforts of the Mexican institutions in discussions with the Mexican state educational authorities.

4. Accommodations for Exchange Students: As initially envisioned, MEXUS students would live 'in-country' while engaged in the exchange portions of their academic work away from their home institution. However, this has not been the pattern among the first group of MEXUS students. Various reasons account for the fact that the students are maintaining a commuter status in their studies at partner schools. Clearly the student's maintenance of their home residence may be due in part to the timing of selection and admissions. In the first year of the program, students were accepted with less time to anticipate alternative living arrangements than will be the case in the future. One other factor is simple convenience. The proximity of the participating schools makes commuting feasible and is a simple undertaking for students when compared with the disruption inherent in changing residence. Also a factor is the situation where some students are simultaneously taking classes at both their home institution and a partner school. This academic arrangement not only adds to the perceived convenience of staying at home, but may contribute to a feeling among the students that they are not wholly 'in'

the other country. A final issue is the close family supervision and ties that are part of the Mexican culture, particularly with regard to young women. In this environment there is natural reluctance for Mexican families to allow their children, especially daughters, to live outside of their direct supervision.

Regardless of the rationale behind the current commuting status of the students, it is important that students be strongly encouraged, either through structural changes, persuasion, or working with parents, to live outside of their own countries during their exchange studies. It is agreed among the institutions that this is a significant component in the cultural education of MEXUS students and will receive attention during the next academic cycle.

5. Academic Differences: Differences in educational philosophy, methodologies, and rigor across participating institutions are normal considering the diversity among schools represented in the MEXUS program. Discussions with students who have attended more than one of the institutions and with faculty from across the institutions provided some detail as to these differences. Overall, it is believed that U.S. institutions are characterized by more explicit and frequent academic assignments. This apparently stems from differing educational approaches. Much like European educational styles, faculty at Mexican institutions are more *laissez faire* with regard to course assignments. In lectures, faculty provide a theoretical framework with the expectation that students will structure supplemental study for themselves. Faculty at U.S. institutions are given to providing much more structure for students in terms of the entire educational experience associated with a course. Course schedules are less flexible and extensive direction is given with regard to assignments and deadlines. There is agreement that the academic rigor, at least with regard to assignments and course requirements, is generally the greatest at SDSU.

It would be inappropriate to suggest any significant change in educational styles or philosophies at the participating institutions. In fact, students in the MEXUS program will benefit from understanding and accommodating to these differences as they are one of the program's cultural learning experiences. Still, the cultural experience may be enhanced and potential 'culture shock' minimized if students are told to expect these differences. Such an orientation should prepare students to react appropriately to the different academic environments they will face in the MEXUS program.

6. Student Interaction: Because students switch institution at similar stages in their academic program, and because some U.S. students attend CETYS while others attend UABC as the Mexican portion of their studies, it is possible for students at the same stage in the MEXUS program but from different home institutions to not be at the same institution until the very last stages of their studies. While this is necessary to accommodate the diverse educational requirements and curricula at each school, it has the disadvantage of not allowing students to interact directly with their MEXUS 'cohort' group until quite late in the program. Interaction between these students has advantages in terms of their commitment to the program, orientation to each institution through informal communication, and the opportunity to explore cultural differences between peers who share similar orientations and professional objectives.

In order to realize these benefits some mechanisms should be included within the program to bring the MEXUS students together for joint activities, both social and professional. Some options which could accomplish this include joint memberships in student international business organizations, a possible MEXUS student club, a periodic lecture series, team business projects, or joint promotional and orientation activities. To an extent, the nature of the interaction should depend upon the preferences of the MEXUS students, but some format for interaction should be established

Specific Issues

1. Southwestern Community College of San Diego: The critical issue identified by program representatives at SWC is the maintenance of financial aid for SWC students during their period of study in Mexico. At least one student from SWC who had been selected for the MEXUS program was forced to withdraw when no arrangement could be found to sustain financial support. According to Norma Hernandez, Vice-president for Student Services, financial aid at SWC is tied to enrollment in classes, and when enrolled in Mexico, a student is ineligible to receive these funds. Clearly this is a significant problem that has the potential to affect the quality of the program and the diversity of students who are able to participate.

There are indications that a solution to this problem may not be too difficult to achieve. Nancy Sprotte, Director of Admissions and Records at SDSU indicated that SDSU students are able to maintain financial aid by maintaining their status as matriculating students while at the partner schools. Further, the University of Texas at Austin maintains an "Affiliated Studies" status for UT students engaged in sanctioned international study programs which permits the students to receive both Federal and State aid funds when enrolled at partner institutions. It seems likely that that the difficulty may be due to interpretation of specific regulations or lack of familiarity with administrative mechanisms to maintain the SWC student's official affiliation with the college. Further discussions between financial aid administrators at SWC and SDSU may resolve the problem for SWC students and administrators.

2. Universidad Autonoma de Baja California: The key concerns of UABC relate to the development of its degree program in International Business. This program has been initiated over the last year and at the current time individual courses are being developed and added to the program at the pace that students move through the degree plan. This is the degree program that will be taken by MEXUS students during their studies at UABC. In order to enhance the program, UABC representatives would like assistance in three area: faculty development, course development, and library resources.

On method for strengthening the UABC program, and simultaneously the MEXUS program, would be to create a system for faculty mentoring. Faculty at UABC could be paired with faculty at SDSU. The focus would be on course consultation, resource recommendations, and possible joint research projects. Such a system would have advantages for faculty from both Universities: UABC faculty would be able to tap the expertise of SDSU faculty members who have already developed course in international business and SDSU faculty would be able to learn more about economic structures and business practices in MEXICO. As a result, the cross-cultural dimensions of the MEXUS curriculum would be enhanced at both universities.

3. Centro de Ensenanza Tecnica Y Superior: One issue related to the MEXUS program which is particular to CETYS is the degree-granting status of the University. CETYS is a well-established and well-regarded private institution in Tijuana. My understanding is that the school's legal status in Mexico allows conferral of the *Titulo* (professional) degree. However, implicit in the awarding of this degree is the certification of educational preparation throughout a student's academic history, including certification of all grade school and secondary school work. This becomes relevant to the MEXUS program in that elementary and junior high/middle school work in the United States is not documented in the same fashion as in Mexico. As a result, this information requirement presents an obstacle to CETYS awarding the *Titulo* to U.S. students participating in MEXUS through the CETYS program. While the CETYS degree can be granted to these students upon completion of their degree work, the Titulo cannot be awarded.

There may be avenues which can be pursued by the CETYS administration within the Mexican educational system to deal with this impediment, however, there are political considerations involving legal distinctions between the status of public universities and private professional schools in Mexico which further complicate the issue. At the present, it is important that MEXUS students form the U.S. be informed of this issue when they participate in the CETYS program.

A separate issue regarding CETYS relates to the school's location in Tijuana. CETYS is located in a suburban area in Tijuana and its students commute to the school daily. There are no residence halls nor is there typical U.S.-style student housing in the vicinity. (My impression is that this may also be characteristic of UABC, but the issue was not raised at that University.) The implication is that U.S. students who study at CETYS (or UABC, if relevant) and who choose to stay in Mexico during their studies there, will be faced with accommodating to this campus situation. Clearly the students would have to establish some sort of transportation arrangement, but it is not known what types of details this may entail with regard to car registration, insurance, or other transportation expenses. However, this should be incorporated into orientation and information for U.S. MEXUS participants.

4. San Diego State University: For SDSU, the most critical issue facing the MEXUS program is in establishing administrative systems to allow for Mexican students who are studying at SDSU to be registered as fully-matriculating students and thus eligible for the SDSU degree upon completing of the program. The difficulty arises from the tuition arrangements of the MEXUS program in which Mexican students continue to pay tuition at their own institutions, regardless of their location of study at any point in the program. As a result, the students from UABC and CETYS are not registered in the same fashion while at SDSU and under existing administrative procedures, would not be eligible for the Bachelor degree. Administrators at the University are committed to resolving this obstacle and are considering various alternatives to do so, including the establishment of a formal academic consortium between the MEXUS institutions.

Conclusion

As noted previously, the MEXUS program is fully on-schedule at the end of the first year of program development. The program has been thoroughly successful thus far in meeting its interim goals and has great momentum and promise for continued progress. This success is largely attributable to three key assets: enormous goodwill and commitment from all key personnel involved in the project, the high quality and appropriate expertise and resources possessed by those individuals, and the strong and active support of faculty, staff and administration at all levels of the participating institutions.

Which regard to the key individuals, Dr. Alvord Branan and Dr. Michael Hergert have been the central architects and guides of the MEXUS program. Their enthusiasm, vision, and expertise have been the most critical elements in the project's progress. Also note-worthy is Ms. Teresa Cisneros-Donahue who serves at the Program Coordinator. Ms. Cisneros-Donahue, born and raised in Mexico and a naturalized U.S. citizen, was a perfect choice for this position. Her intimate familiarity with both U.S. and Mexican society and culture, her language skills, her knowledge of international business academic topics, and her personal enthusiasm and interpersonal skills have been tremendous assets in the recruitment of students and in coordination between parties at each institution. It should be noted as well, that enthusiasm and commitment are not limited to these three individuals who are at the heart of the MEXUS project. Every individual I spoke with during my two days in San Diego and Tijuana were clearly devoted to the objectives of the MEXUS program and to working together to successfully negotiate the problems presented in implementing a project of this complexity. This level of commitment will no doubt be sustained over the next year of project development, but every opportunity should be used (continued periodic meetings, progress reports, and informal communication mechanisms) to encourage continued progress.

Over the next phases a project development it is imperative that the project maintain the support of staff and administrators at each institution. A useful resources for accomplishing this may lie in what is the program's most definitive asset, the participating students. The students who have been selected for the program are very impressive, highly-motivated, and challenged by the opportunity that the MEXUS program provides. These students can be vital elements to the projects success in ways other than the obvious fact that they will be the project's 'outcome'. First, as they advance in the program the students' progress represents the real 'tangible' benefit of the program: benefits that can be seen by institutional supporters of the project, by prospective students, and by those involved in the project on a direct basis. Second they can be ambassadors for the program in reaching the key governmental, institutional, and student constituencies. To fully realize the benefits of this resource, mechanisms should be developed to illicit feedback from the students and to involve them in communicating about the program. It is particularly important to actively seek feedback from the students during their first year, so that problems can be quickly identified and resolved, and so that their enthusiasm for the program be continued. Further, as much as their academic responsibilities permit, the students should be utilized systematically to explain the program and it's benefits to other key groups. This function will be particularly useful as the project establishes increasing focus on replication by other institutions in the successive phases of the grant objectives.

The MEXUS program is highly innovative, and as a result faces continued challenges in implementation. Universities are typically bureaucratic and tradition-bound. These characteristics dictate that change will be difficult particularly for programs which establish new institutional linkages. However, the MEXUS program justifies the efforts required to change institutional structures. The administrative mechanisms and operational methodologies created to accommodate this program will forge avenues that can smooth the adoption for similar programs at these and other U.S. institutions. Such programs will be increasingly beneficial to our national and regional competitiveness.

GRADUATE SCHOOL OF BUSINESS
THE UNIVERSITY OF TEXAS AT AUSTIN

Center for International Business Education & Research · GSB 2.104 · Austin, Texas 78712-1178
Phone: (512) 471-1829 · Fax: (512) 471-7556

Evaluation of MEXUS Program Status in the Second Year

September 5, 1995

Submitted by Linda V. Gerber, Ph.D.
Director of Academic Programs
The Center for International Business Education and Research
The University of Texas at Austin

The MEXUS program is now beginning its third year of development. The first year was devoted to curriculum development and coordination, along with student recruiting and selection. During the second year, the first students began the MEXUS program with the exchange portion of their studies.

This is the second report evaluating the continued implementation of the MEXUS project. The report begins with a synopsis of the current status of the project, followed by an update on the problem areas identified in the previous year's evaluation. Next, the report identifies new issues relevant to the current stage of program development and concludes with recommendations and priorities for the following year's activities.

This evaluation is based a variety of sources. These include: 1) the initial and continuation grant proposals submitted to the U.S. Department of Education's Office of Postsecondary Education; 2) various MEXUS program documents including program reports, brochures, application materials, and student profiles; and 3) interviews with participating students and key individuals associated with the MEXUS program which were conducted on August 24 and 25, 1995 in San Diego, California and Tijuana, Mexico.

Current Status

The MEXUS program is entirely on-track after its second year of activity. The initial MEXUS students have begun their cross-border academic work and new students have been recruited and selected for the program's second and third classes. An impressive program brochure has been created to assist in recruiting and program promotion and extensive efforts have been undertaken to inform potential students about the program. Application forms along with testing vehicles for assessing language and cultural skill have been devised. In addition, complete curriculum plans for each school's students have been articulated which ensure program completion in a timely manner and in full compliance with the General Education Requirements of the State of California and the degree requirements of all participating institutions.

Not only has the program been implemented in concordance with the project proposal, of equal importance is that the momentum of the project, along with the goodwill of the diverse program constituents, has been preserved. The current levels of support and goodwill, while essential, are also somewhat surprising considering the complexity of the MEXUS project and the degree of coordination required for implementation. There is considerable potential for conflict in so ambitious a venture, and the persistent enthusiasm of all involved is an indication of the vitality of the concept, the effective management of the program, and the commitment of the institutions. Continued effective implementation seems assured.

Update on Previous Issues

The last project evaluation identified six "systemic" issues relevant to program implementation, which, at the time of the evaluation, were unresolved. These were Institutional Coordination, Student Recruiting and Selection, Secondary School Equivalency, Accommodations for Students, Academic Differences, and Student Interaction. In addition, operational difficulties specific to each participating institution were noted. Some of these issues have either been resolved or later determined to be inconsequential, while others continue to complicate project implementation.

Systemic Issues

Secondary school equivalence remains a barrier for participation for some U.S. students, however, other than the continuing efforts to work through the appropriate Mexican ministries, no other action can resolve the problem. Academic differences across the participating institutions remain, however, apart from in-place orientation programs to prepare students for these differences, changes are neither possible nor desirable since these differences are central to the cultural and systemic differences the MEXUS program is designed to bridge. Issues where continuing attention is needed are discussed below.

1. Institutional Coordination: In general, coordination among the four institutions in MEXUS has been good. Most coordination is accomplished through the primary MEXUS coordinator, Ms. Teresa Cisneros-Donahue, working with designed MEXUS coordinators at each institution. Nevertheless, much of the interaction has been on an *ad hoc* basis, with immediate program issues driving the extent and nature of coordinated activity. Further, the level of involvement varies across the institutions. Naturally, the highest level of involvement is at SDSU where the full-time MEXUS coordinator is hired. At other institutions, specifically it seems, SWC and CETYS, coordination responsibility has shifted over the past year due to changes in personnel and the scope of non-MEXUS responsibilities of the coordinators. The issue-oriented nature of interaction, coupled with personnel changes has resulted in some basic issues and specific institutional concerns not being addressed. To ensure continuing integration and

communication, regular meetings among all institutional participants should be planned, at least once each semester.

2. Student Recruiting and Selection: As noted above, recruiting and selection efforts have progressed at a strong pace. Further, selection criteria have remained high and, as a result, the quality of students in the program is impressive. The number of participating students is slightly below that planned in the original MEXUS proposal, but this is an understandable consequence of initial lack of awareness among potential students and the demanding linguistic and academic requirements of the program. The original objective to have 120 students in the program (30 students from each institution) by the fourth year seems ambitious, given the need to develop this complex program slowly and methodically, the high level of personal attention required for each student, and the long-term importance of maintaining exacting standards for acceptance into the program. A number between 80 and 100 is perhaps more realistic. It should be noted that both Mexican institutions indicated a desire to have a larger number of student participation. Perhaps program expansion to include additional U.S. institutions may accommodate this demand in the long-run.

Maintaining diversity in program participants continues to be an issue. Most U.S. students accepted into the program are from Hispanic background and are native speakers of Spanish. This is a concern to the extent that it affects the perceived 'added value' of the program and the degree to which non-MEXUS students at host institutions are exposed to individuals of a different cultural background. As noted in the previous report, the expanded recruiting base may resolve this issue in part. However, the perception among selected students and administrators that U.S. Hispanics are culturally equivalent to their Mexican counterparts is unfounded. Similarities in language and heritage do not mitigate significant differences in cultural background. This should be discussed by all parties in the MEXUS project.

3. Accommodations for Exchange Students: The issue here is the need to increase the willingness of students to actually live in the partner country during the " exchange" portion of their studies. As noted in the previous MEXUS evaluation, there are several reasons why students may not make this transition. In general, it appears that the U.S. students are more likely to change residence than the Mexican students. This is in part due to the timing of the initial "exchange" portion of the program, coming later in the curriculum for U.S. students than for Mexicans. In the case of CETYS students, the institution's additional credit requirements for graduation has necessitated that the students take classes simultaneously at both CETYS and SWC. This further diminishes the motivation to change residence. The institutions should attempt curricular and program adjustments to reduce the course requirements for these students. It is worth noting that all Mexican students who were interviewed indicated their plan to establish residence in San Diego during the latter portions of their studies at SDSU. This arrangement should perhaps be the realistic expectation for the Mexican students. However, "cultural immersion" is such a critical dimension in the MEXUS concept that measures to encourage student relocation should be continued aggressively.

4. Student Interaction: The previous evaluation report anticipated that mechanisms may be necessary to provide MEXUS students with opportunities to interact across institutions. All students interviewed indicated a desire for greater interaction with their MEXUS counterparts who are studying at other institutions. Several suggestions to accomplish this were proposed in the first MEXUS evaluation report and student response indicates that there is demand for some format for interaction. Since the students themselves perceive such a need, perhaps a group of MEXUS students could be tasked with this project.

Specific Institutional Issues

The majority of problems noted by administrators at the participating institutions at the time of the first MEXUS evaluations have been resolved at this time. The anticipated issue of CETYS being unable to confer the *Titulo* (professional) degree was later determined to be largely irrelevant. The institution is able to award the *Licenciatura* which is the primary consideration of participating students. The concern that it might be difficult for U.S. students to establish living arrangements in Mexico, also proved to be unwarranted. The students have demonstrated that they are very resourceful, and with the assistance of school administrators and other Mexican students, all U.S. students who wished to live in Mexico during their studies at CETYS or UABC have been able to do so. At the time of the last report, questions had been raised at SDSU regarding whether the SDSU students could maintain matriculating status if enrolled in Mexico, and whether Mexican students can be carried "on the books" as students at SDSU while studying in Mexico, so as to allow them to earn the bachelors degree. It was determined that this was not a significant problem from an administrative position.

Two concerns from the previous year that are still troublesome are financial aid for SWC students and the international business degree development at UABC. As to the former, SWC students are unable to receive financial aid once they begin studies in Mexico. The reason for this problem seems to be that no mechanism has been adopted by SWC to document the coursework of students enrolled in foreign institutions and to maintain their student status. Since SWC has no history of international exchange programs, a mechanism for documentation had not been previously required, and none so far has been devised. The solution has been to accept SWC students at SDSU prior to commencing their Mexican studies, however, this action requires early lead-times.

The International Business degree program at UABC has proceeded on pace and faculty and students alike are enthusiastic about the UABC courses. However, the simultaneous institution of a new degree program along with the MEXUS program has been a significant challenge for UABC, taxing both administrative and academic resources. Where feasible, the partner institutions should seek ways to enhance the program development at UABC and provide assistance in organization and administration.

New Issues

During the program's second year, the process of actually exchanging students has led to a number of new challenges. One of the most fundamental issues arose at SDSU. Fundamental philosophical questions arose among faculty and administrators at the institution regarding the propriety of granting two degrees for the same body of coursework. This concern is very likely be raised at other U.S. institutions which may attempt to institute a similar program. The topic was addressed and debated at various levels of faculty and institutional governance. Investigation of the European ERASMUS model provided a historical context for the discussions. The MEXUS program ultimately achieved wide-spread acceptance based on three points: 1) that the degrees represent the same level of achievement, and thus are better considered as "duplicate" not "additional"; 2) that substantial foreign language skill is required for participation, beyond that required in a normal degree program; and, 3) that the MEXUS duplicate degrees require more academic credit than either degree independently.

Tuition policy at SWC became another critical issue during the past year. The original MEXUS concept proposed that each institution's tuition be waived for MEXUS students from the partner institutions. That is, each student would pay tuition only at their "home" institution. However, this was not possible at SWC. The SWC's Board of Regents demonstrated strong institutional support for the program by approving an "in-state" tuition rate for the MEXUS students. Nevertheless, the Mexican students pay tuition at both their home institution and SWC during their studies there. While the SWC "in-state" tuition rates are very low, the current economic conditions in Mexico make the dual tuition payment a burden for most of the Mexican students. It seems very unlikely that tuition can be entirely waived at SWC. It is worth noting that the benefits of program participation for SWC are largely intangible. SWC is currently at "over capacity" which technically means that addition students put a strain on the system and do not earn additional funding from the state. While this makes SWC strong support of the program even more laudable, it also indicates that there is likely to be little interest in expanding the program at this institution.

A final issue which arose in discussions with MEXUS students is expectations about and requirements of the partner schools. The students seemed surprised at the differences in academic approaches and requirements at the "exchange" institution. An orientation program has been instituted for the MEXUS students, and this important vehicle should include discussions between students, particularly those attending the same institutions, and those coming from and going to a particular institution.. Periodic MEXUS student events also would provide a format for this sort of information exchange.

Priorities for the Future

The MEXUS program is now firmly established. Adjustments to the operational plan, no doubt will be necessary as implementation progresses into the next stage. However, for the future the critical issues will not focus on operations, but on the program's sustainability and replicatability.

The question of the sustainability of the program once grant funding expires was raised with a variety of administrators at SDSU, including the Vice President of Academic Affairs, the Dean of the College of Business, the Dean of Undergraduate Studies, and the Associate Dean of the College of Arts and Letters. While the costs of maintaining the program past this development stage are not large in absolute terms, in the environment of shrinking budgets and competing priorities common in higher education, any marginal cost can be challenging to ensure. This is particularly true for a program like MEXUS, which has limited impact in terms of the percentage of the institutions students *directly* affected by the program. Nevertheless, it was clear in all discussions that the MEXUS program is rightfully perceived to have institutional benefits far beyond those for the specific students participating in the program. Further, all the individuals interviewed indicated a strong commitment to sustain institutional funding for MEXUS, for at least part of the program's on-going cost. Nevertheless, it is prudent that the MEXUS administrators identify additional funding sources for the long-term. Naturally, other grant programs are one avenue for pursuit. In addition, intra-institutional and inter-institutional discussions are necessary to clarify whether direct contributions, beyond the indirect commitment of staff time are possible. One further option for partial program support is the charge students a "program fee" to partially off-set program expenses. Such a fee is justified based on the need for more individualized attention for MEXUS students. One-time or annual fees should be considered by the MEXUS partners.

A central objective of the MEXUS project beyond the establishment of the degree program at the four institutions, is the expansion of the MEXUS model to other institutions. While some attention has been given to this objective during the first two years of the program, initial program development and implementation naturally has been the focus of MEXUS activity to date.

MEXUS project directors, Drs. Alvord Branan and Michael Hergert have had lengthy discussions with two other California institutions about their adoption of the MEXUS model. In addition, the project directors have been available for consultation with other U.S. institutions about details and implementation of the MEXUS program. Finally, Drs. Branan and Hergert have increased awareness of the program through participation in professional conferences and invited presentation. These activities are described in more detail in the MEXUS annual report from the Spring of 1995. It is important that MEXUS directors continue to refocus their efforts to dissemination of information about the program, identification of institutions which have interest in and could benefit from a MEXUS-style program, and assisting interested institutions in program development.

Conclusion

The MEXUS project is clearly meeting the primary objectives of the initial proposal. Program implementation is on-target, and program administrators have been able to successfully resolve most operational problems, both large and small, that have arisen in the course of implementing the project. Priorities for future program development and expansion are well understood and current activity is focused on those priorities.

Discussions with the MEXUS students who have completed their first year in the program indicated a very high level of satisfaction. Despite some real frustrations associated with being the "pilot cases" for such a program (e.g., curricular changes due to changing institutional policies and lag times in developing administrative procedures), the students are uniformly enthusiastic about their experiences. Their commitment to the program is absolute. When asked what they would change about the program, one U.S. student who was studying in Mexico replied, "I would stay here longer." Said a Mexican student when asked about his motivation for participating in the program, "This is a dream come true." These were not exceptions, but rather reflected the basic attitude of the students.

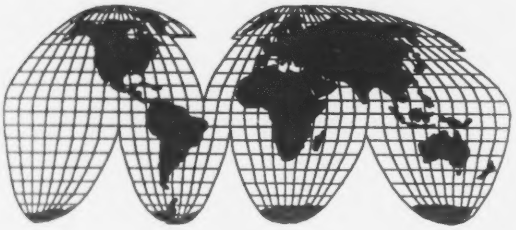
The first evaluation report of the MEXUS program emphasized the important role the commitment and goodwill of the participants has played in the program's success, along with the need to be proactive in maintaining this goodwill for the future. While repetitive, this point is so critically important that it bears emphasizing yet again. Placing students in positions to communicate program benefits should be one important component in sustaining excitement for the program among all constituencies. Further, the importance of maintaining open lines of communication, a spirit of trust, and coordinated activity is likewise essential for continued achievement in an already successful program.

Part L.

Professor Michael Hergert's Working Paper: Designing an International Business Curricula

The MEXUS Program

Designing an International Business Curriculum



Michael Hergert

April, 1995

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The MEXUS Program

Designing an International Business Curriculum

During the last ten years, a large number of new international business programs have appeared at universities throughout the United States. In this paper, I would like to present a framework to illustrate some of the key trade-offs inherent in designing a curriculum in international business. To illustrate these ideas, I will draw upon the our experience at San Diego State University with particular reference to the MEXUS Program- a unique transnational dual degree program. Students in the MEXUS program study two years in the United States and two years in Mexico and receive undergraduate degrees from both nations. This is the first program of its type in the United Sates and represents an important innovation in the design of international business training. Although I will be using the programs at SDSU to illustrate these concepts, I wish to make clear that our approach is neither the only nor necessarily the best way to handle the many issues that arise in designing a structure. The ultimate decision must reflect a school's priorities, the resources it has to work with, and the specific target market it wishes to address. Our structure has been heavily influenced by the fact that we created it under the auspices of a U.S. Department of Education Center for International Business Education and Research Title VI grant. As I will describe shortly, this grant put specific requirements on the type of programs we were required to develop. In retrospect, I believe that the CIBER program has its priorities in exactly the right place, and that we were fortunate to be encouraged to go in the direction we did. This does not imply that it would prove to be the best path for everyone, but I hope to convince the reader that many of our objectives are worthy of serious consideration.

The CIBER program began in 1989 with six universities. San Diego State University was paired with the University of California, Los Angeles for our first three year grant. After 1992, we became a separate Center from UCLA and have been fortunate to have the size of our grant enlarged several times. The federal funding for the CIBER program has increased dramatically since 1989, and now includes 25 universities. As I will discuss shortly, we have chosen to emphasize our undergraduate program, unlike the other CIBERs, which put greater priority on MBA and doctoral programs.

The CIBER program established specific guidelines for the activities each Center must perform. Although each Center approaches these requirements in a somewhat different way, all of these activities are mandated conditions of the grant. The CIBER program requires that international business curricula be interdisciplinary in nature. As I will discuss later, this is a departure from the norm at most schools and reflects the growing realization that training in the functional tools of business is a necessary but not sufficient condition for success in the increasingly inter-dependent world economy.

The main focus this paper is the design of international business degree programs. International business programs can be visualized as a balance between three key aspects of the curriculum: business, language, and area studies. As a point of departure, the SDSU program can be viewed as essentially a major in business with two minors: a foreign language and a region of the world. This is extremely demanding for the student, as it goes well beyond a superficial exposure to language skills and area studies.

The first trade-off one faces is a limitation on the number of units. In order to squeeze the program into 126 units for a B.A. degree, we had to carefully integrate general education and other graduation requirements into the curriculum. In designing such a complex and inflexible program, we assumed that it would discourage all but the most determined students from selecting this major. Surprisingly, the major quickly grew to over 1,000 students, making it the largest such program in the nation. This created new problems in being able to staff the courses, and we were forced to declare impaction and limit the size to approximately 700 students. These students must meet supplemental admissions criteria, including the highest GPA requirement of any major on our campus. As a result, we feel the quality of the program and students has been quite high.

The next key issue is how to allocate the units within the areas described above. This must reflect an underlying philosophy of specialization. There is a trade-off between offering many specialized international business courses versus broader exposure to other areas of business study. At SDSU, we have taken a middle ground. Our program is split approximately 50/50 between lower and upper division. Within the upper division business curriculum, approximately half the units are in specialized international business courses.

Our goal in designing this structure was to make the degree meet the AACSB accreditation requirements at the undergraduate level. Under the earlier AACSB requirements, this creates a lot of baggage in terms of needed functional breadth courses and reduces the number of units that can be specifically international. Nonetheless, we felt it was important to offer a degree that would not be viewed as compromising any essential areas of business study. Among other things, we wanted our graduates to be able to compete in the job market for jobs that were not necessarily international in nature.

We also considered carefully which languages should be included as options in the major. Although a large number of languages are offered in some form at SDSU, we wanted to be sure that international business students would receive a strong grounding in communication skills as part of the program. This eliminated any language which did not offer sufficient upper division studies to provide adequate advanced training. The language component of the program is quite demanding: students without prior training will spend four years studying the language of their choice.

After careful consideration, we settled on eight languages: Chinese, French, German, Italian, Japanese, Portuguese, Russian, and Spanish. The basic criterion became whether or not a minor was offered in the language. This allowed us to require at least 9 units of upper division coursework in our major, and insured that we would have a critical mass of faculty, students, and course offerings. Not surprisingly, about 50% of our demand is in Spanish. We also have strong demand in Chinese, French, German, and Japanese. An on-going issue for us is the degree to which we should subsidize our less widely taught languages versus supporting the most popular five. For example, we dropped Portuguese from the curriculum for several years and have only recently reinstated it. Low enrollments generally mean very few sections are offered and it can be difficult for students to get the classes they need to complete graduation requirements.

A similar set of issues arises for area studies. We currently offer four regions: Asia, Central Europe, Latin America, and Western Europe. We have recently decided to include the Middle East, Africa, and North America as additional options. We expect that demand for Middle East and African studies will be limited, but felt that there were sufficient classes and expertise available to support these regions.

A final question is the degree of integration between the three platforms of an international business program. As a starting point, it is useful to examine the programmatic requirements within business, language, and area studies. However, the ultimate goal should be to make the three areas work together in a complementary and synergistic way to create an integrated program of study. As shown below, there are many areas of potential overlap between the three areas.

The first level of integration is two-way. For example, we offer courses such as Commercial French and the History of Japanese Corporations, which strive to combine training in two areas at once. Naturally, this requires specialized faculty expertise and may run counter to the type of training most professors received in graduate school. We have invested in faculty development to help address this issue, but it is a slow long term process to develop this type of capability. Ultimately, it would be desirable to combine all three areas at once. For example, a course in Mexican Business Customs taught in Spanish would be extremely useful to the students in our Latin America/Spanish track. To make this happen, one must have a very cooperative and motivated faculty, an administration committed to innovation, and sufficient resources to invest in program and faculty development.

Our experience has been that these changes evolve gradually. For example, in the area of language training, we have made great progress in designing a curriculum to specifically address the needs of international business majors. As shown below, this happened in discrete stages.

As is the case at most universities, SDSU started with traditional languages courses which emphasized grammar, vocabulary, and literature. Naturally, this is an essential starting point for a more specialized curriculum. The first development was to create commercial language courses that are designed specifically for the needs of international business students. We try to offer at least one business language course in each language, and in Spanish and French are able to have two courses. These are required parts of the major and help to unify business concepts and vocabulary with language training. Our next step was to develop language adjunct courses that run parallel to regular business classes. These courses meet once a week for one hour and serve as discussion groups in the target language. Students discuss the material from the affiliated business course in the target language and are able to draw the connections between the two areas of study. Beginning in the fall of 1994, these courses have become a required element of the international business degree program. Finally, we are now starting to offer business classes taught entirely in the target language. For the first time on our campus, we will have regular business courses taught entirely in Spanish. This will allow international business majors to have an academic experience formerly only available through study abroad.

The progression described above led us to a major leap forward in the development of our International Business program. In 1993 we received a FIPSE grant from the U.S. Department of Education to create the MEXUS program. This is a unique dual degree program in which students study for two years in Mexico and two years in the Untied States and receive undergraduate degrees from both nations. Students in the program receive the B.A. in International Business from San Diego State University and the Licenciatura in Negocios Internationales from either UABC or CETYS (our two Mexican partners). UABC in a large state university in Baja California and CETYS is a private college, primarily emphasizing business studies. This is the first transnational undergraduate dual degree program in the United States and represents an important step forward in achieving full integration of the three fundamental areas of international business study: business skills, language skills, and regional/cultural understanding.

The objectives of the MEXUS program are to create a new generation of managers--a cadre of truly bilingual/bicultural executives who are equally comfortable on either side of the border. The impetus for MEXUS was the growing interdependence of the U.S. and Mexican economies, which ultimately led to the passage of the NAFTA. It is expected that NAFTA will lead to greatly increased trade between the U.S. and Mexico. Indeed, there is already evidence that this has occurred. MEXUS is designed to provide the type of managers needed to fully exploit the opportunities created by the NAFTA.

MEXUS began in the fall of 1994 with 16 students. The program is designed to have half Mexican and half U.S. students. Participants in MEXUS will spend two years studying at the foreign school, and will live with a family and participate in a business internship as part of the program.

The initial response to this program has been extremely positive. SDSU is fortunate to be located close to an international border, thus facilitating a close working relationship between the partner schools. However, this model can be readily expanded to other settings. We are now working on extending the program to include a Canadian school, and are negotiating with a French university to create a similar program. Naturally, a program of this type is not for every student, but for students who are willing to make a major commitment to learning the language and culture of a foreign country as preparation for a business career, it is a unique opportunity to go well beyond the typical training of a manager in international business. We are hopeful that other schools will implement similar programs in the coming years.

Part M.

Minutes

SDSU Advisory Council Meeting 3/25/94
Minutes
Place: International Student Center, SDSU
Participants:

Alvord Branan, Chair International Business, SDSU
Ronald Moffat, Director International Student Center
Michael Hergert, Chair Management, SDSU
Michael Hoctor, Director, Office of Housing and Residential Life
Norma Hernández, Vice President Student Affairs, SWCC
Frank Medeiros, Associate Vice President Academic Affairs
Paul Ganster, Director, Institute for Regional Studies of the Californias
Gonzalo López, Assistant Deputy Director, City of San Diego
Eduardo Kornegay, Program MEXUS Coordinator, CETYS
Gustavo Muñoz, Program MEXUS Coordinator, UABC
Victor Castillo, Program MEXUS Coordinator, SWCC
Teresa Cisneros Donahue, Program MEXUS Coordinator, SDSU
Jose Luis Haupt, Program MEXUS, UABC
Isaías Bautista, Academic Affairs, UABC
Shari Lawson, former UABC exchange student
John Peters, MEXUS Intern

General Topic: Campus Updates

CETYS has already chosen its five participants for the program. UABC is developing its International Business curriculum and proceeding with the selection of students for the program. SWCC and SDSU are receiving applications through April 4.

Discussion Items

Participants were divided into three discussion groups to address how MEXUS can be publicized more effectively to the public and to potential candidates as well as ideal program size. Later, the groups reconvened to share ideas:

1.Publicity about MEXUS

It was generally agreed that sufficient media/publicity is needed. Current media attention (press releases through newspaper, television and radio) has been favorable and should continue. It was suggested that a joint newsletter among the four participating campuses which profiles students, professors, schools and other items of interest be created once the program is fully implemented. The newsletter would serve as both propaganda for MEXUS as well as an on-going source for information. It was also suggested that the newsletter be written in both English and Spanish. It was mentioned that with 1,500 regional exporting businesses this type of joint newsletter would be a useful tool linking the business community to MEXUS students. Suggested publicity channels to reach potential candidates included student outreach services (newsletters to high school counselors) university publications, and promotion through the business community (visibility within the Chamber of Commerce, Department of Commerce, World Trade Association.

2. Size of MEXUS

There was a definite consensus that MEXUS should remain a small program in the beginning emphasizing quality (10 U.S. students per year). Several reasons were offered in support of this view: a) given the pilot or experimental nature of the program a smaller group of participants facilitates maintaining academic quality and insures that appropriate staff support is available; b) certain political problems arise with larger numbers of students. Fee waivers are involved for non-resident participants. This is a particular problem for SWCC.

Other Comments

There was an expressed concern for the future funding of MEXUS once the initial grant has expired. Securing private funds and endorsements was listed as a possible means of support. Mexican and Mexican-American owned businesses plus local companies doing business with Mexico were mentioned as possible sources of support.

Part N.

Dissemination Meeting

SDSU

MEXUS Program
San Diego State University - BAM 427
5500 Campanile Drive
San Diego CA 92182-7734 (USA)

(619) 594-7297
FAX: (619) 594-7738

MEXUS Dissemination Meeting 9/25/95
Minutes
Place: CETYS University
Participants:
Rodrigo Gutierrez, General Director, CETYS Tijuana
Laura Carrillo, Program Coordinator, International Programs, CETYS
Enrique Nuñez, Academic Director, CETYS
Alvord Branan, Chair, International Business Program, SDSU
Michael Hergert, Associate Dean, Graduate Studies, College of Business, SDSU
Teresa Donahue, Program Coordinator, MEXUS Program, SDSU

The main topics of the meeting were:

- Extending the exchange and/or MEXUS concept to other disciplines on our respective campuses, e.g., Engineering, Women's Studies/Behavioral Sciences.
- Extending the exchanges and/or MEXUS concept in International Business to other campuses in the CSU and CETYS systems, e.g., CSU Dominguez Hills; CSU Fullerton; CETYS Mexicali and Ensenada.
- Involving the SDSU Imperial Valley campus and CETYS Mexicali more directly in our programs.

SDSU and CETYS are interested in further discussions on the topic of extending the MEXUS concept to the areas of Women's Studies/Behavioral Sciences and Engineering. Although CETYS does not have a Women's Studies major, there is potential for collaboration with the CETYS School of Behavioral Sciences which is already involved in programs related to child abuse. It is conceivable that each school would grant a different degree, e.g., the B.A. in Women's Studies at SDSU, and a diploma in Behavioral Science at CETYS. SDSU will arrange for contacts between Dean Kathleen Jones and Professor Elvia Moreno to explore further possibilities for cooperation in the areas of Women's Studies and Behavioral Science.

Regarding Engineering, there are three possible areas of cooperation: Computer Science, Digital Electronics and Industrial Engineering. On Oct. 5, the SDSU MEXUS program will make a presentation to the SDSU College of Engineering Advisory Board. Drs. Branan and Hergert will meet with Dr. Pieter A. Frick, Dean of Engineering, and express CETYS' interest in further dialog on the subject of collaboration.

Regarding the extension of exchanges and/or the MEXUS program in International

Business to other campuses in the California State University system, it was agreed that SDSU will notify CSU Dominguez Hills and CSU Fullerton about the potential for a MEXUS program with CETYS. The possibility of focusing on the MEXUS concept as the next topic for the CSU International Business Consortium was suggested as a means to disseminate this idea throughout the CSU system. CETYS would be willing to host such a meeting in spring 1996.

SDSU and CETYS will contact their sister campuses in Calexico and Mexicali, respectively about the future of MEXUS on those campuses.

It was confirmed that MEXUS at SDSU is a permanent program. The expiration of the current federal grant in November 1996 will not affect that status.

After discussing the number of semesters that CETYS students spend at SDSU, it was decided that students already in the program will spend two semesters. Beginning fall 1998, however, CETYS students will attend SDSU for three semesters without increasing the total number of units required of CETYS students to complete their studies. Three of the classes that CETYS students would have taken at CETYS (Finance 323, Marketing 370 and Information and Decision Systems 302) will now be taken at SDSU.

Finally, it was also agreed that the future student presentation programs will be hosted alternately by each of the four institutions involved. The 1996 reception will be held in the U.S. SWC will be asked to serve as host.

SDSU

MEXUS Program
San Diego State University - BAM 427
5500 Campanile Drive
San Diego CA 92182-7734 (USA)

(619) 594-7297
FAX: (619) 594-7738

MEXUS Dissemination Meeting 11/30/95
Minutes
Place: San Diego State University
Participants:
Oscar Ramón, Sub-Director Académico, School of Business, UABC
Gustavo Muñoz, MEXUS Program Coordinator, UABC
Ma. Socorro Ortíz, Planeación y Evaluación, School of Business, UABC
Akiba Horne, Professor, UABC
Alvord Branan, Chair, International Business Program, SDSU
Michael Hergert, Associate Dean, Graduate Studies, College of Business, SDSU
Teresa Donahue, Program Coordinator, MEXUS Program, SDSU

The following topics were discussed at the meeting:

- Extending the exchange and/or MEXUS concept to other disciplines on our respective campuses, e.g., Sciences, Engineering, Women's Studies/Behavioral Sciences, Recreation, Parks and Tourism, Public Health, Nursing, Biology
- Extending the exchanges and/or MEXUS concept in International Business to other campuses in the CSU and UABC systems, e.g., CSU Dominguez Hills; CSU Fullerton; UABC Mexicali and Ensenada.
- Involving SDSU Calexico and UABC Mexicali more directly in our programs.
- Social and Professional Service Requirements for SDSU MEXUS students at UABC
- Borderlink
- Student Presentation Programs
- MEXUS at SDSU after 9/96

Other Disciplines

SDSU and UABC are interested in further discussions on the topic of extending the MEXUS concept to the areas of Engineering, Women's Studies/Behavioral Sciences, Recreation, Parks and Tourism, Public Health, Nursing, Biology. Although UABC does not have a Women's Studies program, there is potential for collaboration between SDSU's Women's Studies program and UABC's School of Social and Behavioral Sciences. Each school would grant a different degree, e.g., the B.A. in Women's Studies at SDSU, and the Licenciatura in Behavioral Sciences at UABC. SDSU has contacted Mtra. Marina del Pilar Olmedo, Director of Academic Affairs at UABC regarding the possibility of a dual-degree program in Women's Studies and Behavioral Sciences. Dr. Kathleen Jones, Associate Dean of the College of Arts and Letters at SDSU, is very interested in discussing possibilities for cooperation between these two areas.

SDSU has put Dr. José Manuel Cornejo, Director of the Science Department, UABC in contact with Dr. Robert Pozos, Associate Dean of Faculty Development, College of Sciences, SDSU. The College of Sciences at SDSU has hired a coordinator who is charged with developing student and faculty exchanges with Mexico and in investigating the possibility of a dual-degree program.

On October 5, 1995, SDSU MEXUS representatives made a presentation to the SDSU College of Engineering Advisory Board. Dr. Branan met with Dr. Pieter A. Frick, Dean of Engineering, and Dr. Nihad Hussain, Associate Dean, and expressed UABC's interest in further dialog on the subject of collaboration.

SDSU MEXUS will contact Dr. Gene Lamke, Chair of Recreation, Parks and Tourism, SDSU, Dr. Stephen Bender, Associate Director of the Graduate School of Public Health, SDSU, and Dr. Patricia Wahl, Director of the School of Nursing, SDSU, and offer to serve as intermediary for these programs on our two campuses.

Other Campuses

It was agreed that SDSU will discuss with CSU Dominguez Hills and CSU Fullerton the potential for MEXUS programs with UABC. SDSU will contact the Vice President of Program Development, Yoram Newman, CSU Dominguez Hills. Subsequently, SDSU will schedule a meeting among representatives from CSU Dominguez Hills, CSU Fullerton and UABC in order to investigate ways in which these institutions can commence collaboration.

SDSU, Calexico/UABC, Mexicali

UABC has contacted its sister campus in Mexicali, and offered its guidance and support first in the development of an International Business program at that campus and second in the development of the dual-degree program. The same process will take place between SDSU and its campus in Calexico. SDSU, Calexico has just initiated an International Business program and should complete hiring the necessary faculty by fall 1996. The next step will be the adoption of the MEXUS program. SDSU, San Diego will provide very close support and guidance throughout this process.

Social and Professional Service Requirement

SDSU MEXUS students must complete a 300 hour social service requirement and a 600 hours professional service requirement at UABC. Students will have the flexibility of completing both requirements either in Mexico or the U.S. However, if the students decide to fulfill these requirements in the U.S., the company or association with whom the service is completed must have a counterpart in Mexico since the counterpart in Mexico is the one that must register the program at UABC before the student begins the social or professional service. Students may fulfill the social service requirement by, among other things, organizing charitable events, selecting a charitable institution and helping it refurbish its facilities, gathering clothes, toys, etc, or by helping in the coordination of the MEXUS program at either UABC or SDSU. Since SDSU students will spend only four semesters at UABC, they may commence completion of these requirements as early as their first semester at UABC.

BORDERLINK

UABC and SDSU are very interested in reviving the BORDERLINK project during the summer of 1996. SDSU will recruit its project director. Ideally, MEXUS students from the four partner institutions will participate, with the possibility of adding students from Canada.

Intensive Spanish Language Program

SDSU suggested that UABC consider developing a summer and/or winter intensive language program in Ensenada. SDSU believes that the demand for such a program would be great. SDSU also believes that some MEXUS students could take advantage of this program before they go to UABC for their first semester. UABC will investigate the feasibility of developing such a program.

Student Presentation Program

It was also agreed that future student presentation programs will be hosted alternately by each of the four institutions involved. The 1996 reception will be held in the U.S. SWC will be asked to serve as host.

MEXUS at SDSU after 9/96

It was confirmed that MEXUS at SDSU is a permanent program. The expiration of the current federal grant in September 1996 will not affect that status.

Part O.

Program Evaluation: Ethnocentrism and Oral Proficiency Tests

SDSU

LANGUAGE ACQUISITION RESOURCE CENTER
COLLEGE OF ARTS AND LETTERS
SAN DIEGO STATE UNIVERSITY
SAN DIEGO, CA 92182-0230

To: Teresa Donahue, MEXUS
From: Ted Higgs
Re: VOCI screening test
Date: April 14, 1994 -- **Revised and updated 4/22/94**

Higgs 4/22/94

Here are the results of the VOCI screening test administered in the Foreign Languages Laboratory in Library East on April 4th and 5th. The "rating" that is given is in terms of the performance profiles detailed in the *ACTFL Guidelines* for oral proficiency interviews. They represent the **minimum level of performance** that is maintained by the candidate throughout the VOCI. The rating thus represents only a "floor." Any candidate who has a rating of "Advanced High" could in fact be rated considerably higher, given the full OPI treatment.

Hernández, Luis Omar	**Tape is blank***
Márquez, Yanira	**Advanced High**
Orozco, María	**Advanced**
Salazar, Denise	**Tape is blank****

Araiza, Claudia	**Advanced**
Camacho, Fernando	**Advanced**
Campos, Carlos	**Advanced**
Chagollan, Sara	**Advanced**
Higuera, Carlos	**Advanced High**
Jacobo, Eduardo	**Advanced**
Kaidi, Sohela	**Advanced High**
Leree, José Alonso	**Advanced**
Mellos, Minerva	**Advanced**
Méndez, José F.	**Advanced High**
Mondragón-Choy, Inés	**Advanced High**
Quero, Eduardo	**Advanced High**
Urbanski, Lillian	**Advanced High**

*** Luis Omar Hernández did an OPI in my office on 4/21/94 and received a rating of Advanced.**

****Denise Salazar did an OPI in my office on 4/22/94 and received a rating of Superior.**

THE CALIFORNIA STATE UNIVERSITY

SDSU

DEPARTMENT OF SPANISH AND PORTUGUESE
LANGUAGES AND LITERATURES
COLLEGE OF ARTS AND LETTERS
SAN DIEGO STATE UNIVERSITY
SAN DIEGO CA 92182-0440

(619) 594-6588
(619) 594-5293 Fax No.

To: Teresa Donohue
From: Ted Higgs
Re: MEXUS candidates
Date: 12-27-94

Here are the results of the recent VOCI test that the MEXUS applicants took in December, 1994. Only one candidate failed to achieve a minimum rating of Intermediate High. The Intermediate Mid rating is "bull's eye," that is, there is no need to administer an OPI unless for some reason the candidate herself were to demand it.

De Anda, Cristián	Advanced
Del Castillo, Melody	Advanced High
Flores, Adriana	Intermediate High
Guillén, Adriana	Superior
Guzmán, Sandra	Advanced
Jenson, Laurie	Intermediate Mid
López, Karina	Advanced High
López, Delia	Advanced High
Martínez, Rubén	Advanced
Rodríguez, Karla	Advanced High
Santana, Zulma	Advanced
Yabuta, Cristina	Advanced High
Yesenia, Balcázar	Advanced
Zamora, Jannet	Superior

THE CALIFORNIA STATE UNIVERSITY

interoffice
MEMORANDUM

to: Dr. Wayne Stromberg

✓**cc:** Dr. Alvord Branan

from: Ted Higgs T Higgs

re: Oral proficiency testing in the laboratory

date: January 6, 1995

During the week of December 5th, 1994 fourteen applicants to the MEXUS Project took an oral proficiency test using the facilities of the Foreign Language Laboratory. The test, the Visual Oral Communication Instrument (VOCI), was developed by the Language Acquisition Resource Center here at SDSU, and the special circuitry needed for its administration was designed and built by George Fratus of your staff. I was delighted with the results of this utilization of your facility and with the quality of collaboration that we experienced with your student assistants and other laboratory staff. Technically, the test administration was an enormous success. All the equipment functioned perfectly, and the "George circuit," which allowed for the very user-friendly manipulation of both the video cassette players and the audio tape recorders, allowed a glitch-free experience for all of the MEXUS applicants. We are very grateful to you and to the members of your team for their contribution to the success of this testing process, and are especially indebted to George Fratus for his technological innovation that made it so simple to accomplish. We look forward to future collaboration with you and your staff, especially when the new laboratory facility comes on line later on this spring.

from the desk of...

Ted Higgs
Professor
Spanish Department
San Diego State University
San Diego, CA 92182-7703

619-594-4796
Fax: 619-594-5293

SDSU

DEPARTMENT OF SPANISH AND PORTUGUESE
LANGUAGES AND LITERATURES
COLLEGE OF ARTS AND LETTERS
SAN DIEGO STATE UNIVERSITY
SAN DIEGO CA 92182-0440

(619) 594-6588
(619) 594-5293 Fax No.

To: Teresa Donahue
From: Ted Higgs
Re: MEXUS candidates
Date: January 16, 1996

Here are the results of the recent VOCI test that the MEXUS applicants took in December, 1995.

Harrison, Cameron	Intermediate Mid.
Lesser, Tom	Intermediate Mid**
O'Neill, Kristina	Intermediate Mid

It is possible that one or more of these candidates could attain a rating of Intermediate High before the start of the Fall, 1996 semester, depending on the type and quality of experience they might have between now and then.

**Lesser only took the first part of the VOCI. Strictly speaking, the speech sample that he provided is "unratable." However, the errors that can be observed in the sample suggest little likelihood of his producing a sample at the required Intermediate High level. Nevertheless, he could either take the rest of the VOCI or we could do a live OPI if you feel either to be necessary or desirable.

THE CALIFORNIA STATE UNIVERSITY

SAMPLE

DATE: Semester _______, 199__ University/College _____________
EDUCATION: High School Diploma _____ College Degree _____ Graduate Degree _____
MAJOR: Business Administration ___ International Business ___ Science/Engineering ___ Other ___
YEAR: Freshman _____ Sophomore _____ Junior _____ Senior _____ Graduate _____
Work Experience: Full-time: _____Years Part-time: _____Years
Culture: American ___ European ___ Japanese ___ Mexican ___ Other (specify) _____________
Sex: Female _____ Male _____ Age: 18-24 ___ 25-35 ___ 36-50 ___ over 51 ___
Courses Taken: Int'l Marketing _____ Int'l Finance _____ Int'l Management _____
Int'l Economics _____ Int'l Relations _____

I have travelled internationally #_____ times. I have lived in #_____ country(ies) for longer than 3 months.
I have worked for/in a foreign company/country for #_____ years as a ______________________________ .

Express your personal opinion by circling a response according to the following scale:

1=Strongly Agree 4=Neutral 7=Strongly Disagree 0=No Opinion

0 1 2 3 4 5 6 7	Americans should always buy American-made products instead of imports.
0 1 2 3 4 5 6 7	Only those products that are unavailable in the U.S. should be imported.
0 1 2 3 4 5 6 7	Buy American-made products. Keep America working.
0 1 2 3 4 5 6 7	American products first, last and foremost.
0 1 2 3 4 5 6 7	Purchasing foreign-made products is un-American.
0 1 2 3 4 5 6 7	It is not right to purchase foreign-made products because it puts Americans out of jobs.
0 1 2 3 4 5 6 7	A real American should always buy American-made products.
0 1 2 3 4 5 6 7	We should buy products manufactured in America instead of letting other countries get rich off us.
0 1 2 3 4 5 6 7	It is always best to purchase American products.
0 1 2 3 4 5 6 7	There should be very little trading or buying of goods from other countries unless out of necessity.
0 1 2 3 4 5 6 7	Curbs should be put on all imports.
0 1 2 3 4 5 6 7	Americans should not buy foreign products because this hurts American business and causes unemployment in the United States.
0 1 2 3 4 5 6 7	It may cost me in the long run, but I prefer to support American products.
0 1 2 3 4 5 6 7	Foreigners should not be allowed to put their products on our markets.
0 1 2 3 4 5 6 7	Foreign products should be taxed heavily to reduce their entry into the United States.
0 1 2 3 4 5 6 7	We should buy from foreign countries only those products that we cannot obtain from within our own country.
0 1 2 3 4 5 6 7	American consumers who purchase products made in other countries are responsible for putting their fellow Americans out of work.
0 1 2 3 4 5 6 7	We should retaliate against those countries that are not trading fairly with us.

Part P.

Program Agreements with Partner Institutions

SUB-AGREEMENT # 3 (INTERIM)
OF THE COOPERATIVE AGREEMENT

between

SAN DIEGO STATE UNIVERSITY

and

CENTRO DE ENSENANZA TECNICA Y SUPERIOR

This agreement for the establishment of a dual matriculation program between San Diego State University, San Diego, California, U.S.A. (hereafter referred to as SDSU) and Centro de Ensenanza Tecnica y Superior, Tijuana, Mexico (hereafter referred to as CETYS). To carry out the purposes of this agreement, SDSU and CETYS understand the following:

Article I. Purpose of the Agreement

The purpose of this agreement is to establish a dual matriculation program between Mexico and the United States in the shared conviction that such a program will contribute to international friendship and understanding and promote global awareness among students from the participating institutions.

Article II. Program Liaison Representatives

Each party will designate an individual to act as program liaison for this dual matriculation program. The program liaison will act as adviser to the students in academic and logistical matters.

Article III Number of Student Participants

The number of new student participants from each institution shall not exceed five annually. An equal number of students from each home institution will attend the host institution over the term of this agreement.

Article IV Period of attendance at the host institution

Normally, students will attend the host institution for a period sufficient to complete all degree requirements, from two to four semesters. Upon the recommendation of the host institution, and the maintenance of good standing at the host institution, individual students may be continued as designated exchange students up to and including the semester in which the degree is earned at the host institution.

Article V Selection of participants

Each student will be initially selected according to procedures established by the home institution. Once selected by the home institution, students will satisfy all the regular admissions requirements at the host institution.

Article VI Requisite Language Skills

Each of the parties to this agreement will only select students who possess the language skills required for completion of classes that they are to take at the host institution during the period of study. However, if deemed necessary, the host institution may require students to undertake further language instruction after their arrival. Students matriculating at SDSU will be required to score a minimum 550 on the Test for English as a Foreign Language (TOEFL) as part of the admissions requirements.

Article VII Regulations of the Host Institution

While attending the host institution, home institution students are subject to all regulations including those regarding admission to the university, conduct, and performance in classes, as required of domestic students.

Article VIII Reciprocity of Fees and Tuition

This agreement is based upon the principle of reciprocity as regards all tuition and fees. Each host institution agrees to waive all non-resident (foreign student) tuition fees. Participating students shall pay all other fees at their home institution prior to departure, therefore no other registration fees will be assessed by the host institution.

Article IX Student Financial Support

The terms and conditions of any student financial aid, including scholarships, fellowships, stipends, and assistantships which may be provided to participating students by either institution, any government agencies, or other third parties shall be detailed in separate sub-agreements, which shall be appended to this agreement. In the absence of such sub-agreements, neither institution accepts any additional financial responsibility for students sponsored by the other.

Article X Financial Responsibilities of Participating Students

Exclusive of any additional financial support which may be provided, participating students will be responsible for all expenses incidental to the dual matriculation, including travel expenses, room and board. Students must also obtain, at their own expense, insurance to cover medical contingencies in the host country.

Article XI Articulation

To ensure the smooth transfer of credits between home and host institutions, comprehensive articulation of curricula is necessary. Any proposed changes to courses or curriculum of the home institution will be communicated to the host institution to allow for adequate review by host faculty prior to implementation.

Article XII Academic Records

The host institution will provide directly to the home institution an official record of the students' academic performance at the end of each semester.

Article XIII Passports and Visas

All participating students will comply with all pertinent passport and visa regulations of the country of the host institution.

Article XIV Matriculation

Once students matriculate at the home and at the host institution, they must maintain continuous enrollment through actual enrollment or an approved leave of absence at both institutions until graduation or withdrawal from the dual matriculation program. Failure to maintain continuous enrollment will constitute automatic withdrawal from the program. The host institution will immediately notify the home institution if the student withdraws from the institution or the program.

Article XV Term and Termination

This agreement will go into effect on February 1, 1995 and will be in effect for a period of four years. Upon review of the program by both parties at the end of the interim period, this interim agreement may be replaced with a new sub-agreement which, in turn, may be renewed for additional periods by mutual consent of both parties. Both parties reserve the right to terminate this agreement upon written notice given six months prior to the termination date becoming effective.

Article XVI Administration, Amendments, Notices

Administration of the Dual Matriculation Agreement shall be the responsibility of the Dean of the Graduate Division and Research at SDSU and the Coordinator of the MEXUS Program at CETYS. Any additions, changes or deletions must be approved by these official representatives of both universities. All notices shall be in writing and shall be directed to these individuals as follows:

TO SDSU:

Dean, Graduate Division and Research
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-1641

TO CETYS:

Coordinator
MEXUS Program
CETYS
P.O. Box 439042
San Diego, CA 92143-9042

APPROVED SAN DIEGO STATE UNIVERSITY BY:

Thomas B. Day, President — 1/12/95 Date

APPROVED BY CENTRO DE ENSENANZA TECNICA Y SUPERIOR:

Jesus Alfonso Marin, President — 2/7/95 Date

SUB-AGREEMENT # 4
OF THE COOPERATIVE AGREEMENT

between

SAN DIEGO STATE UNIVERSITY
San Diego, California

and

UNIVERSIDAD AUTONOMA DE BAJA CALIFORNIA
Tijuana, Mexico

The sub-agreement is between the Universidad Autónoma de Baja California, Mexico (hereafter referred to as UABC), represented by its Rector, Luis Javier Garavito Elias, and San Diego State University, U.S.A. (hereafter referred to as SDSU), represented by its President, Thomas B. Day.

Resolution

I. Whereas both parties are institutes of higher education involved in the preparation of highly trained professionals for general practice and scientific and technological research, and...

II. Whereas on September 8, 1981 the parties signed a general agreement in which they established general outlines to collaborate and jointly develop programs of mutual interest on academic, scientific, technological, and cultural areas, and...

III. Whereas according to Article 25 of UABC's statutes, Rector Luis Javier Garavito Elias is the legal representative of the Universidad Autónoma de Baja California, and...

IV. Whereas President Thomas B. Day is the legal representative of San Diego State University,...

V. Therefore let it be resolved that based upon the above mentioned agreement, both parties have determined to develop a dual matriculation program known as MEXUS to educate students in accordance with the following articles:

Articles

ARTICLE I. Purpose of the Agreement

The purpose of this agreement is to establish an academic program in which students will jointly matriculate in International Business Programs at both institutions. After satisfactorily completing their studies, students will receive academic credentials from both their home and host institutions.

ARTICLE II. Number of Student Participants

The number of new participating students from each institution shall not exceed 10 (ten) annually. An equal number of students from the home institution will attend the host institution over the term of this agreement. Once selected by the home institution, students will satisfy all the regular admissions requirements at the host institution.

ARTICLE III. Reciprocity of Fees and Tuition

This agreement is based upon the principle of reciprocity as regards all tuition and fees. Each host institution agrees to waive all non-resident (foreign student) tuition fees. Participating students shall pay all other fees at their home institution prior to departure, therefore no other registration fees will be assessed by the host institution.

ARTICLE IV. Financial Responsibilities of Participating Students

Participating students will be responsible for all expenses incidental to the dual matriculation, including travel expenses, room and board. Students must also obtain, at their own expense, insurance to cover medical consingencies in the host country.

ARTICLE V. Requisite Language Skills

Students who participate in this program must possess the language skills required for completion of the classes they will take at the host institution during their period study. Students matriculating at SDSU must achieve a minimum score of 550 on the Test for English as a Foreign Language (TOEFL) as a requirement for admission to SDSU.

ARTICLE VI. Regulations of the Host Institution

While attending the host institution, home institution students are subject to all regulations including those regarding admission to the university, conduct, and performance in classes, as required of domestic students.

ARTICLE VII. Articulation

To ensure the smooth transfer of credits between the home and host institutions, a comprehensive articulation curricula has developed for this program. This document is appended to this sub-agreement and can only be changed with the approval of both institutions.

ARTICLE VIII. Matriculation

Once students matriculate at the home and at the host institution, they must maintain continuous enrollment until graduation or an approved leave of absence at both institutions. Failure to maintain continuous enrollment will constitute automatic withdrawal from the program. The host institution will immediately notify the home institution if a student withdraws from its institution or the program.

ARTICLE IX. Period of Attendance at the Host Institution

Normally, students will attend the host institution for a period sufficient to complete all degree requirements, from two to five semesters. Upon the recommendation of the host institution, and the maintenance of good standing at the host institution, individual students may be continued as designated exchange students up to and including the semester in which the degree is earned at the host institution.

ARTICLE X. Academic Records

The host institution will provide directly to the home institution an official record of the students' academic performance at the end of each semester.

ARTICLE XI. Administration, Amendments, Notices

The administration of the Dual Matriculation Agreement shall be the responsibility of the Dean of the Graduate Division and Research at SDSU and the Director of the School of Business Administration and Accounting at UABC. Any additions, changes or deletions must be approved by these official representatives of both universities. All notices shall be in writing and shall be directed to these individuals as follows:

TO SDSU:

Dean, Graduate Division and Research
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-1641

TO UABC:

C.P. José Raul Robles Cortez
2630 East Beyer Blvd., Apt. 988
San Ysidro, CA 92173-2710

In addition, each party will designate a person to act as program liaison for this dual matriculation program. The program liaison will act as adviser to the students in academic and logistical matters. The Directors of *Asuntos Académicos* and *Servicios Escolares* will provide the necessary consultation at UABC.

ARTICLE XII. Term and Termination

This agreement will go into effect on October 1, 1995 and will be in effect for a period of five years. Upon review of the program by both parties at the end of the period, this agreement may be renewed for additional periods by mutual consent of both parties. Both parties reserve the right to terminate this agreement at any time upon written notice given six months prior to the termination. Under no circumstances will the termination of this agreement affect students matriculated in the program.

APPROVED FOR SAN DIEGO STATE UNIVERSITY BY:

______________________________ _______________
Thomas B. Day, President Date

APPROVED FOR UNIVERSIDAD AUTONOMA DE BAJA CALIFORNIA BY:

______________________________ _______________
Luis Javier Garavito Elias, Rector Date

______________________________ _______________
C.P. José Raul Robles Cortez Date
Director de la Facultad de Contaduría
y Administración Unidad Tijuana

9/2/95
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PLAN 4
UABC @ SWCC and SDSU

Articulation Agreement

EMPHASES: English and North America

SEMESTER	COURSES	UNITS	SDSU	UABC	SWCC	SUB FOR SDSU	PREP	MAJOR	LD GE	UD GE	GE AREA	NOTES
1	Economics 101	3			X	Econ 101	X		X		II - B	Prep for Major (Business)
1	English 115	3			X	RW 100	X		X		I - A1	Prep for Major (Language)
1	Geography 100	3			X	Geog 101			X		II - A2	
1	History 100	3			X	Hist 110A	X		X		III	Prep for Major (Regional/Cultural)
1	Speech 103	3			X	Sp C 103	X		X		I - B	Prep for Major (Language)
1	General Ed-Foundations Social Science	3			X				X		II - B	
2	Biology 100	3			X	Biol 100			X		II - A1	
2	Biology 101 L	1			X	Biol 100 L			X		II - A3	
2	English 118	3			X	RW 200	X		X		I - A2	Prep for Major (Language)
2	History 101	3			X	Hist 110B	X		X			Prep fol Major (Regional/Cultural)
2	Music 107	3			X				X		II - C2	
2	Philosophy 120	3			X	Phil 101			X		II - C4	
2	Speech Communication 174	3			X	SP C 245	X					Prep for major (Language)
3	Comunicacion en Ingles	3		X			X					Prep for major (Language)/ In lieu of IDS 290
3	Entorno Legal de los Negocios en Mexico I	3		X			X					Prep for Major (Business) / In lieu of Fin 140
3	Estadistica I	3		X			X		X		I - C	Prep for Major (Business) / In lieu of Math 119
3	Informatica	3		X			X					Prep for Major (Business)/ In lieu of IDS 180
3	Microeconomia	3		X			X					Prep for Major (Business)/ In lieu of Econ 102
4	Entorno Legal de los Negocios en Mexico II	3		X			X					Prep for Major (Business) / In lieu of Fin 140
4	Estadistica II	3		X			X					Prep for Major (Business) / In lieu of Math 119
4	Expresion Oral y Escrita	3		X		Span 282			X		II - C5	
4	Fundamentos de Contabilidad	3		X			X					Prep for Major (Business)/ In lieu of Acctg 201
4	Sistemas de Informacion	3		X								
5	Administracion del Comportamiento Organizacional	3		X				X				Major (Business)/ In lieu of Mgt 350
5	Contabilidad Administrativa	3		X			X					Prep for Major (Business)/ In lieu of Acctg 202
5	Desarrollo Economico en America Latina	3		X				X				In lieu of Econ 464
5	Literatura Hispanoamericana del Siglo XX	3		X							II - C1	
5	Metodologia de la Investigacion	3		X				X				Major (Business)/ In lieu of IDS 302
6	Administracion Financiera I	3		X				X				Major (Business)/ In lieu of Fin 323
6	Introduccion a los Negocios Internacionales	3		X								In lieu of Span 307
6	Mercadotecnia	3		X				X				Major (Business)/ In lieu of Mktg 370
6	Psicologia del Mexicano	3		X								
6	Relaciones Economicas y Comerciales en Norteamerica	3		X				X				Major (Regional/Cultural)/ In lieu of Econ 565
7	Administracion Financiera II	3		X								
7	Cultura de la Frontera Mexico/Estados Unidos	3		X			X					Prep for Major (Regiona/Cultural)/ In lieu of Hist 115B
7	Investigacion del Mercado	3		X								
7	Lenguaje de Negocios Mexicanos	3		X								In lieu of Span 497
7	Recursos Humanos	3		X								
8	Finance 329	3	X			Fin 329		X				Major (Business)
8	Finance 140	3	X			Fin 140	X					Repeat of UABC course
8	Gen Ed- Explorations Natural Science	3	X							X	IV - A	
8	Linguistics 305W	3	X			Ling 305W		X				Major (Language)
8	Marketing 376	4	X			Mktg 376		X				Major (Business)
8	Mexican American Studies 355	3	X			MAS 355		X		X	IV - B	Major (Regional/Cultural, Group B course)
9	Speech Communications 307	3	X			Sp C 307		X				Major (Language)
9	Gen Ed- Explorations Humanities	3	X							X	IV - C3	
9	IB 495	3	X			IB 495		X				Major (Regional/Cultural)
9	IDS 396W	3	X			IDS 396W		X				Major (Language, from group A)
9	Management 405	3	X			Mgt 405		X				Major (Business)
9	North American Studies, Group A	3	X					X				Major (Regional/Cultural)
10	Administracion Intercultural	3		X								
10	Desarrollo del Producto y Servicio a Nivel Internacional	3		X								
10	Instrumentos de Inversion y Financiamiento	3		X								
10	Planeacion de Inversiones Internacionales	3		X								
10	Produccion	3		X								
	TOTALS	184	37	90	37		54	47	40	9		
	TOTAL SDSU UNITS (37 w/repeat)	TOTAL GE UNITS (49 w/petitions)										
	TOTAL SDSU UD MAJOR UNITS (28)	TOTAL SDSU GE UNITS (9)										

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Plan 5
SDSU @ UABC

Articulation Agreement

EMPHASES: Spanish and Latin America

SEM TAKEN	Course	UNITS	SDSU	UABC	SUB FOR SDSU	PREP	MAJOR	LD GE	UD GE	GE AREA	NOTES
1	Economics 101	3	X		Econ 101	X		X		II - B	Prep for Major (Business)
1	Rhetoric and Writing 100	3	X		RW 100			X		I - A1	
1	Life Science	3	X					X		II - A1	
1	Life Science Lab	1	X					X		II - A3	
1	Spanish 212 or 281 or 350	3	X		Span 212	X					Prep for Major (Language)
2	Spanish 202 or 282 or English 350W	4	X		Span 202	X		X		II - C5	Prep for Major (Language)
2	American Institutions	3	X					X		III	
2	Rhetoric and Writing 200	3	X		RW 200			X		I - A2	
2	IDS 180	3	X		IDS 180	X					Prep for Major (Business)
2	Speech 103	3	X		Sp C 103			X		I - B	
3	Physical Science	3	X					X		II - A2	
3	Gen Ed-Humanities	3	X					X		II - C2	
3	Gen Ed-Humanities	3	X					X		II - C3	
3	Gen Edu-Social Science	3	X					X		II - B	
3	American Institutions	3	X								
4	Comunicación Oral	3		X			X				Major (Language)/ In lieu of Span 301
4	Estadística I	3		X		X		X		I - C	Prep for Major (Business) / In lieu of Math 119
4	Lenguaje de Negocios Mexicanos	3		X			X				Major (Lenguge)/ In lieu of Span 497
4	Entorno Legal de los Negocios en Mexico I	3		X		X					Year sequence req'd / In lieu of Fin 140
4	Microeconomía	3		X		X					Prep for Major (Business)/ In lieu of Econ 102
5	Cultura de la Frontera México/Estados Unidos	3		X		X					Prep for Major (Regional/Cultural)/In lieu of Hist 115B
5	Entorno Legal de los Negocios en Mexico II	3		X		X					Prep for Major (Business) / In lieu of Fin 140
5	Expresion Oral y Escrita	3		X							
5	Estadística II	3		X		X					Prep for Major (Business) / In lieu of Math 119
5	Fundamentos de Contabilidad	3		X		X					Prep for Major (Business)/ In lieu of Acctg 201
6	Contabilidad Administrativa	3		X		X					Prep for Major (Business) / In lieu of Acctg 202
6	Desarrollo Económico en America Latina	3		X	Econ 464		X		X	IV - B	Major (Regional/Cultural) In lieu of Econ 464
6	Metodología de la Investigacion	3		X			X				Major (Business)/ In lieu of IDS 302
6	Administración del Comportamiento Organizacional	3		X			X				Major (Business)/ In lieu of Mgt 350
6	Literatura Hispanoamericana del Siglo XX	3		X		X		X		II - C1	Prep for Major (Regional/Cultural)
7	Fundamentos de Mercadotecnia	3		X			X				Major (Business) / In lieu of Mktg 370
7	Administracion Financiera	3		X			X				Major (Business) / In lieu of Fin 323
7	Introducción a los Negocios Internacionales	3		X			X				Major (Languge) / In lieu of Span 307
7	Psicología del Mexicano	3		X			X				Major (Regional/Cultural)
7	Relaciones Económicas y Comerciales en Norteamerica	3		X			X				Major (Regional/Cultural) / In lieu of Econ 565
8	Gen Ed-Explorations Humanities	3	X						X	IV - C4	
8	Spanish 491	3	X								
8	Spanish 492	3	X								
8	IB 495	3	X		IB 495		X				Major (Regional/Cultural)
8	Finance 329	3	X		Fin 329		X				Major (Business)
9	Gen Ed-Explorations Natural Science	3	X						X	IV - A	
9	Spanish 493	3	X								
9	Spanish 556	3	X								
9	Spanish 495	3	X								
9	Management 405	3	X		Mgt 405		X				Major (Business)
9	Marketing 376	4	X		Mktg 376		X				Major (Business)
	TOTALS	138	78	60		40	43	41	9		
	TOTAL SDSU UNITS (78)		**TOTAL GE UNITS (48)**								
	TOTAL SDSU UD MAJOR UNITS (13)		**TOTAL SDSU GE UNITS (40)**								

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Plan 6
Southwestern @ UABC and SDSU

Articulation Agreement

EMPHASES: Spanish and Latin America

SE TA E	Course	UNITS	SDSU	UABC	SWC	SUB FOR SDSU	PREP	AJOR	LDGE	UDGE	GE AREA	NOTES
1	Biology 100	3''			X	Biol 100			X		II - A1	
1	Biology 101	1			X	Biol 100L			X		II - A3	
1	Economics 101	3			X	Econ 101	X		X		II - B	Prep for Major (Business)
1	English 115	3			X	RW 100			X		I - A1	
1	Spanish 226 or 350	3			X	Span 212	X					Prep for Major (Languge)
2	Spanish 230 or English 350	5			X	Span 202	X		X		II - C5	Prep for Major (Languge) Only 3 units apply to GE
2	American Institutions	3			X				X		III	
2	CIS 101	3			X	IDS 180	X					Prep for Major (Business)
2	English 116	3			X	RW 200			X		I - A2	
2	Geography 100	3			X	Geog 101			X		II - A2	
3	Speech 103	3			X	Sp C 103			X		I - B	
3	Gen Ed-Humanities	3			X				X		II - C2	
3	Gen Ed-Humanities	3			X				X		II - C3	
3	Gen Edu-Social Science	3			X				X		II - B	Not Economics
3	American Institutions	3			X						III	
4	Comunicación Oral	3		X				X				Major (Language)/ In lieu of Span 301
4	Estadística I	3		X		Math 119	X		X		I - C	Prep for Major (Business) / In lieu of Math 119
4	Lenguaje de Negocios Mexicanos	3		X				X				Major (Language)/ In lieu of Span 307
4	Metodología de la Investigacion	3		X				X				Major (Business)/ In lieu of IDS 302
4	Microeconomía	3		X			X					Prep for Major (Business)/ In lieu of Econ 102
5	Cultura de la Frontera México/Estados Unidos	3		X			X					Prep for Major (Regional/Cultural)/ In lieu of Hist 115B
5	Entorno Legal de los Negocios en Mexico I	3		X			X					Prep for Major (Business) / In lieu of Fin 140
5	Estadística II	3		X			X					Prep for Major (Business) Year sequence req'd / In lieu of Math 119
5	Expresion Oral y Escrita	3		X								
5	Fundamentos de Contabilidad	3		X			X					Prep for Major (Business)/ In lieu of Acctg 201
6	Contabilidad Administrativa	3		X			X					Prep for Major (Business)/ In lieu of Acctg 202
6	Desarrollo Económico en America Latina	3		X		Econ 464		X		X	IV - B	Major (Regional/Cultural)
6	Entorno Legal de los Negocios en Mexico II	3		X			X					Prep for Major (Business) / In lieu of Fin 140
6	Administración del Comportamiento Organizacional	3		X				X				Major (Business)/ In lieu of Mgt 350
6	Literatura Hispanoamericana del Siglo XX	3		X			X		X		II - C1	Prep for Major (Regional/Cultural)
7	Fundamentos de Mercadotecnia	3		X				X				Major (Business) / In lieu of Mktg 370
7	Administracion Financiera	3		X				X				Major (Business) / In lieu of Fin 323
7	Introduccion a los Negocios Internacionales	3		X				X				Major (Language) / In lieu of Span 497
7	Psicologia del Mexicano	3		X				X				Major (Regional/Cultural)
7	Relaciones Economicas y Comerciales en Norteamerica	3		X				X				Major (Regional/Cultural)/ In lieu of Econ 565
8	Gen Ed-Explorations Humanities	3	X							X	IV - C4	
8	Spanish 491	3	X									
8	Spanish 492	3	X									
8	IB 495	3	X			IB 495		X				Major (Regional/Cultural)
8	Finance 329	3	X			Fin 329		X				Major (Business)
8	*One lower division GE course listed at SWC above must be taken instead at SDSU to fulfill SDSU residency requirement (see SDSU graduation requirements, section VII, D)*											
9	Gen Ed-Explorations Natural Science	3	X							X	IV - A	
9	Spanish 493	3	X									
9	Spanish 556	3	X									
9	Spanish 495	3	X									
9	Management 405	3	X			Mgt 405		X				Major (Business)
9	Marketing 376	4	X			Mktg 376		X				Major (Business)
	TOTALS	139	34	60	45		41	43	40	9		
	TOTAL SDSU UNITS (34)		TOTAL GE UNITS (49)									
	TOTAL SDSU UD MAJOR UNITS (13)		TOTAL SDSU GE UNITS (9)									

SDSU

Vice President for Academic Affairs
San Diego State University
5500 Campanile Drive
San Diego CA 92182-1606

(619) 594-6881

March 31, 1995

Dr. Stephen S. Weiner
Executive Director
Western Association of Schools and Colleges
P. O. Box 9990
Mills College
Oakland, CA 94613-0990

Dear Steve:

In accordance with applicable federal Title IV, HEA, statutes and regulations regarding eligible programs of study [Ref 600.9 (a)] and [Ref 600.9 (b) (3)], the accrediting agency must approve a program of study where the institution contracts with another school to provide coursework in excess of 25% of requirements for the degree. If WASC standards are met through the program of study presented below, formal approval will be sought from the U. S. Department of Education. The following documents are therefore forwarded for your approval as an eligible program of study for financial aid purposes:

I Memorandum of Understanding on Collaboration between SDSU and CETYS dated 12/10/92.

II Specific Sub-Agreement #3 (Dual Matriculation) of the Cooperative Agreement between SDSU and CETYS signed 1/12/95 and 2/7/95.

III SDSU/CETYS, Bachelor of Arts in International Business with Emphases in Spanish and Latin America.

IV Course descriptions of all courses listed in document III above which are to be completed at CETYS.

MEXUS is the first transnational undergraduate International Business dual degree program in the U.S. Students spend approximately four semesters each at both the U.S. (San Diego State University/Southwestern College) and Mexico (Centro de Enseñanza Técnica y Superior/Universidad Autónoma de Baja California) campuses. At the completion of this program, students are awarded the Bachelor of Arts in International Business and the Licenciatura en Negocios Internacionales degrees. A maximum of 48% of the total units required to satisfy both degree requirements will be completed at the host campuses in Mexico: 69 of 144 units at CETYS. Under this agreement, the first students will be enrolled in the host institutions in Mexico in academic year 1995/96.

MEXUS is supported by a grant (1993-96) from the U. S. Department of Education Fund for the Improvement of Post Secondary Education (FIPSE), (PR/Award Number, P116B30969-94).

Thank you for your consideration.

Sincerely,

Ronald H. Hopkins
Vice President for Academic Affairs

SDSU

Vice President for Academic Affairs
San Diego State University
5500 Campanile Drive
San Diego CA 92182-1606

(619) 594-6881

May 26, 1995

Dr. Stephen S.Weiner
Executive Director
Western Association of Schools and Colleges
P.O. Box 9990
Mills College
Oakland CA 94613-0990

Dear Steve:

Further to my letter of March 31, 1995 and our ensuing telephone conversation, I am writing with additional information regarding San Diego State University's MEXUS program.

As a reminder, my purpose in contacting you is to meet the guidelines set out in federal Title IV, HEA statutes and regulations regarding approval of programs of study [Ref 600.9 (a) and Ref 600.9 (b) (3)], so that SDSU's students may continue to be eligible for financial aid while they are involved in the part of the program taken at Mexican universities. Since the number of units taken at the Mexican universities is more than 25% (but less than 50%) of the units required for the degree, meeting WASC standards is one factor necessary for the U.S. Department of Education to approve financial aid eligibility in this case.

As a result of our conversation I understand that, since WASC does not review the standards of universities outside its jurisdiction, the focus needs to be upon the processes that have been employed for ensuring that our own university's standards are met.

With my earlier correspondence I enclosed four documents to support my request for WASC approval; these attest to the painstaking process we used in setting up this agreement. The purpose of the program is to render the border invisible for students in International Business, and to give them degrees that are 100% viable in each country. The program in general terms, and the courses in particular have been conscientiously scrutinized by the faculty at both the American and the Mexican university, for this is truly a joint agreement in the NAFTA spirit. The Undergraduate Council and the Academic Policy and Planning Committee both examined and then endorsed the program and the innovations involved, and reported their findings to the University Senate. Their research included examination of the European ERASMUS and SOCRATES policies to provide an additional international context for the discussion.

Procedures to determine quality from a national perspective may also be cited. The two universities in Mexico (CETYS and UABC) are both listed for reciprocal credit in the American reference works and publications that we ordinarily use to determine acceptability of courses towards the undergraduate degree. These include:

World Education Series (American Association of Collegiate Registrars and Admissions Officers);
Country Index (International Education Research Foundation, Inc.);
International Handbook of Universities;
World Education News and Reviews;
Project for International Education Research Workshop (PIER) Reports (American Association of Collegiate Registrars and Admissions Officers and National Association for Foreign Student Affairs).

MEXUS students satisfy all of the Title V, CSU and SDSU admissions requirements, score at the "advanced" level in Spanish on the Visual Oral Proficiency Instrument (VOCI) and the Oral Proficiency Interview (OPI); maintain a minimum 3.0 GPA and complete an internship in Mexico. They must satisfy all Title V, CSU and SDSU degree requirements for the degree. Only ten students per year are admitted to the program.

MEXUS is a special program that has won national commendation:

- The Fund for the Improvement of Post Secondary Education (FIPSE) has awarded a three-year ($257,000) grant to the program, and has cited it as the "best proposal we have ever funded," offering it as a model for the 1995-96 Requests for Proposals.
- The Spring 1994 edition of *Newsline*, a publication of the American Assembly of Collegiate Schools of Business (AACSB) featured MEXUS as a model international learning alliance.

These plaudits recognize the program's careful quality and quantity control in a managed environment. We believe that this exemplary program deserves the strongest support, and request that WASC make a statement to this effect.

I hope that this additional information regarding the care with which we have developed and will maintain this program will lead you to endorse it. Thank you for your careful consideration.

Sincerely,

Ronald H. Hopkins
Vice President for Academic Affairs

POST OFFICE BOX 9990
MILLS COLLEGE
OAKLAND, CA 94613-0990
(510)632-5000
Fax: (510)632-8361

WESTERN
ASSOCIATION OF
SCHOOLS AND
COLLEGES

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Administrative Assistant

August 9, 1995

Ronald H. Hopkins
Vice President for Academic Affairs
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-1606

Dear Dr. Hopkins:

In your letter of March 31, 1995, you asked for our response to the MEXUS program negotiated between San Diego State University and CETYS in Mexico. In particular, you sought our opinion as to whether this agreement meets our Standards for contracting out educational services inasmuch as CETYS is not an institution accredited by a United States regional accrediting commission.

Under this Commission's Policy on Contracts with Unaccredited Organizations (see page 47 of our *Handbook of Accreditation*) it is San Diego State's responsibility to be:

> ". . . solely responsible for the academic and fiscal elements of all instructional programs and courses for which the institution provides credit. These responsibilities include course content and the delivery of the instructional program; selection and approval of faculty; admission, registration, and retention of students; evaluation of prior learning; evaluation of student progress, as well as the awarding and recording of credit; and the collection and disbursement of fees."

Having reviewed the documents you supplied, it is my understanding that the faculty of San Diego State have fully reviewed and approved the structure and content of this degree program and are involved in the ongoing operation of the program in a manner that meets the requirements of our policy. Therefore, I write to state our conclusion that the MEXUS program, as now operated, meets our Standard for a contract with an unaccredited organization.

Sincerely,

Stephen S. Weiner

Stephen S. Weiner
Executive Director

SSW:dma

cc: Ralph Wolff

to Ron Moffatt

bc: Al Branan

SDSU

Vice President for Academic Affairs
San Diego State University
5500 Campanile Drive
San Diego CA 92182-1606

(619) 594-6881

August 15, 1995

TO: William D. Boyd, Director
Financial Aid Office

FROM: Ronald H. Hopkins
Vice President for Academic Affairs

RE: WASC Determination Regarding MEXUS Program

I have been notified by Stephen Weiner, Executive Director of the Western Association of Schools and Colleges (WASC), that our MEXUS program does meet WASC standards for contracting with an unaccredited institution. This statement seems clearly to meet the requirements of the U.S. Department of Education.

I am enclosing copies of my letters to Weiner of March 31 and May 26, 1995, along with his letter to me of August 9.

Attachments

THE CALIFORNIA STATE UNIVERSITY

SDSU

FINANCIAL AID OFFICE
STUDENT AFFAIRS
SAN DIEGO STATE UNIVERSITY
SAN DIEGO CA 92182-0585

(619) 594-6323

DATE: August 22, 1995

TO: Ronald H. Hopkins
Vice President for Academic Affairs

FROM: William D. Boyd, Director Bill
Financial Aid

SUBJECT: MEXUS

We are delighted that the Western Association of Schools and Colleges (WASC) has provided its support of the MEXUS program. We have reviewed the relevant U.S. Department of Education regulations and feel that San Diego State University is in full compliance with the requirements to offer MEXUS participants access to federal and state student aid funds.

We will immediately take the necessary steps in this office to ensure that MEXUS participants are considered eligible to apply for and receive financial aid at SDSU. Thank you for your willingness to move this along.

cc: Al Branan, MEXUS Project ✓
Daniel Nowak, Vice President, Student Affairs

THE CALIFORNIA STATE UNIVERSITY

Part Q.

List of U.S. Students

Class I

Carlos Campos
Luis Omar Hernández
Denise Salazar
Lillian Urbanski

Class II

UABC

Elvia García
Norma Patricia Morales
Sean Quigley
María Quiroz

CETYS

Marco Antonio Alvarez
Felipe de Jesús González
Cynthia Lias
Jaime Ramírez
María Elena Quiroz
Guillermo Pérez

Class III

UABC

Adriana Bañuelos
Juan Pablo González
Cinthya Martínez
Rubén Martínez
Barbra Murillo

CETYS

Chorita Franco
Nicolás Gonzales
Laurie Jenson
Thomas Lesser
Yetzira Peraza

Class IV

UABC

Lizzeth R. Fermín
Denise Guerrero
Cameron Harrison
Claudia Mata
Roberto Carlos Morales
Jorge Ramírez
Cristina Vargas

CETYS

Yolanda Barraza
Rosalyn Guido
Kimberly Hetrick

Class 1

MEXUS INCOMING

Carlos Jaramillo

Part R.

Letters of Congratulations

MIKE HERGERT

AACSB AMERICAN ASSEMBLY OF COLLEGIATE SCHOOLS OF BUSINESS
600 Emerson Road • Suite 300 • St. Louis, MO 63141-6762 U.S.A. • (314) 872-8481 • Fax (314) 872-8495

FAX TO: Allan Bailey

CC: Management staff

SUBJECT: SDSU/Project Mexus

DATE: November 29, 1993

FROM: Jacqueline Harrington Jackie Harrington

I was standing at the fax machine when your fax about the San Diego State University Project Mexus article from the San Diego Union Tribune article came in this morning. This was a nice follow-up to Michael Hergert and Norris Clement's presentation at the Texas A & M Conference on the Trilateralization of Management Education which I had an opportunity to hear on November 4, 1993 (the first day of the AACSB Board meeting) since I represented AACSB at the conference.

San Diego State is really cutting some new ground with this joint undergraduate degree granting with a Mexican institution.

I have taken the liberty of distributing this article to the entire management staff since many members will find this to be of interest. In particular, Dick Edelstein, Karen Martinez, Anita Craig, Chuck Hickman and I will find it to be immediately useful.

Dick and Karen are tracking developments regarding accreditation issues in Mexico. Anita Craig and Chuck will continue to monitor joint initiatives for our conference and seminar business and other international collaborative activities. I have had the opportunity to represent the AACSB at two major higher education meetings on trilateralization issues since we expect the issue of federal support for the trilateralization of higher education to become more prominent now that more political will is there since the President pulled out the NAFTA vote! I have been having an ongoing dialogue of the need for FIPSE (the source of SDSU program funds), but particularly the U.S. Information Agency, to provide U.S. government financing in multimillion dolloar amounts (grants are only a handful in the $60,000 to $250,000 range thus far) to match corporate, institutional and other governmental support.

As always, we would welcome your input into our plans and AACSB's role in trilateralization of management education issues.

Thanks for sending us the article of your impressive efforts at San Diego State. Please send Dick's and my regards to Michael and Al. Hope you and your family had a nice holiday.

San Diego
National Bank

1420 Kettner Boulevard
San Diego, California 92101
Telephone: 619.231.4989

October 25, 1995

Ms. Teresa Cisneros Donahue
Program Coordinator
The Mexus Program
SDSU - BAM 427
San Diego, CA 92182-7734

Dear Ms. Donahue:

Congratulations on your nomination as one of the Women Who Mean Business in San Diego. You certainly have the right to be very proud of your accomplishments.

We at San Diego National Bank are pleased to have been the co-sponsor of this program honoring San Diego businesswomen. As I said at the event, we believe very strongly in supporting woman owned or managed businesses.

Our bank is committed to having women in leadership positions within our organization. We are fortunate to have Midge Costanza, Karla Hertzog and Patti Roscoe on our board of directors. Also, many of our key personnel within the bank are women. Joyce Chewning is a member of our Management Team and our Senior Vice President in charge of Operations. Gail Jensen-Bigknife, also a Senior Vice President, is in charge of our Real Estate Department, Pam McMahon is our Vice President and Manager of the Corporate Lending Department and Nancy Aul, also a Vice President, is assistant manager of the Main Office. We also have a number of other women in key positions throughout the bank.

If there is anything we can do to assist you with your banking needs, please call me or Pam McMahon and we will be happy to help. We can make loans up to $2 million and offer customized loan and account packages.

Again, our congratulations!!

Sincerely,

Murray L. Galinson
President and CEO

Ø ß Δ phi beta delta

Honor Society for International Scholars

November 3, 1995

Enrique Nuñez
Academic Director
CETYS
P.O. Box 439042
San Diego, CA 92143-9042

Dear Professor Nuñez:

In recognition of your distinguished accomplishments in the field of international education and in appreciation for your many contributions to the advancement of SDSU's international endeavors, the Governing Board of Delta Chapter is pleased to inform you that you have been nominated to become an honorary member of our honor society.

The purpose of Phi Beta Delta is to recognize and encourage professional, intellectual and personal achievements in the field of international education and to create a catalyst for programming which fosters the exchange of ideas in the area of international affairs. Membership is limited to highly qualified individuals who demonstrate a strong international orientation through studies, teaching, research, service, or other scholarly activities. Throughout the year the society sponsors speaker forums, social gatherings, scholarship fund-raisers, and occasional publications.

We sincerely hope you will accept this honor because the membership would like to personally thank you for your outstanding work in building stronger, more productive bridges across our common border. If you do accept, you will be invited to our Installation and Scholarship Award Ceremony on November 29 when we will collectively express our appreciation for your visionary leadership with the MEXUS Program.

Congratulations. We hope you will join us as an Honorary Member and thereby further advance our commitment to international scholarship.

Sincerely,

Dr. Barbara Hartung
President

Delta Chapter • International Student Center • SDSU • San Diego CA 92182-5101 • (619) 594-1982

Wright State University

University Honors Program
Dayton, Ohio 45435
513/873-2660

December 8, 1995

Teresa Cisneros-Donahue
MEXUS Coordinator
San Diego State University BAM-427
5500 Campanile Drive
San Diego, CA 92182-7734

Dear Dr. Donahue:

On behalf of my colleagues, many thanks for hosting our visit last week. It was a pleasure to meet with you and the CIBER faculty and staff at San Diego State and to learn about your international business program. Inspired by your achievements, we look forward to working on a similar project at WSU.

We were quite impressed with the way you have managed to build a consortium of three institutions in two countries into such an effective program in spite of the complexities involved. And we thank you for your valuable tips for learning about potential partner universities.

Thanks again for your useful presentation. We wish you the best of success in the future.

Sincerely yours,

Anna Bellisari, Ph.D.
Associate Professor of Anthropology
Director, University Honors Program

Wright State University

University Honors Program
Dayton, Ohio 45435
513/873-2660

December 8, 1995

Alvord G. Branan, Ph.D.
Co-Director of SDSU CIBER
College of Business Administration
San Diego State University
5500 Campanile Drive
San Diego, CA 92182

Dear Dr. Branan:

On behalf of my colleagues, many thanks for hosting our visit last week. It was a pleasure to meet with you and the CIBER faculty and staff at San Diego State and to learn about your international business program. Inspired by your achievements, we look forward to working on a similar project at WSU.

Your vision and leadership in combining the core of business courses with modern languages and regional studies is very impressive. You have assembled an outstanding staff, and have built and maintained an excellent program which continues to grow.

Thanks again for arranging our full and informative schedule. Much success in the future, and best wishes for your forthcoming retirement.

Sincerely yours,

Anna Bell

Anna Bellisari, Ph.D.
Associate Professor of Anthropology
Director, University Honors Program

From: DMURPHY@CCVAX.FULLERTON.EDU
Date: Fri, 12 Jan 1996 12:20:48 -0800 (PST)
Subject: Re: Spanish
To: tdonahue@mail.sdsu.edu
X-VMS-To: IN%"tdonahue@mail.sdsu.edu"

Teresa,
Thanks for the information which you sent me, it is great. I am very impressed by the thought that went in to the proposal. You sent the proposal but not the appendicies. Would it be possible for you to send me copies of all of the II-A appendicies (curriculum), II-B (timetables) and II-G (student selection criteria).

I received information and copies of exams for the business Spanish certificate programs from the Camara de Comercio e Industria de Madrid. Do you kow if if the exams are only used internally or if students are also granted the certificates at SDSU. It appears that the program is costly, 12,000 pesetas per exam.

Thanks again for the information. I have talked with my associate dean at OSU about your program and he has asked be to write an internal proposal for OSU so the information that you sent will be a great help, as will the appendicies.

Dave

246

SD
CS
SAN DIEGO CITY SCHOOLS

MEMORIAL ACADEMY FOR INTERNATIONAL BACCALAUREATE PREPARATION
2850 Logan Ave., San Diego, CA 92113-2491
(619) 525-7400
FAX#238-2371

February 22, 1996

Teresa Donahue
c/oProject MEXUS
Department of Business Administration
San Diego State University
5500 Campanile Drive
San Diego, CA 92182

Dear Ms. Donahue:

I'd like to thank you for going out of your way to organize a presentation for Memorial Academy's 8th grade AVID class. The presentation is scheduled or Tuesday, March 5 at 10:30 a.m. in bungalow 802. In AVID, students are encouraged to think about their futures and therefore college. Many of the 30 students you will be speaking to have heard of SDSU and especially the SDSU Aztecs, but the names of colleges and the opportunities it can offer them are still very nebulous in their minds. All the AVID students study Spanish and need to be encouraged to take the subject matter seriously and to continue to study it in high school.

You will be speaking to approximately 30 students, mostly Hispanic, a few African-American and two Anglos. Ninety percent of the students are low income, and overwhelmingly, their parents did not finish high school. Most of the students have lots of self-confidence and need to be bombarded with thoughts of college as a reality for them.

To get to Memorial Academy from San Diego State University, take 8 West to 805 South. Follow off ramp to 94/15 South Freeways and get on 15 South. From the 15 South get onto the 5 North. After getting on the 5 North take the National Avenue/ 28th Street Exit. At the stop sign at the top of the off ramp turn left onto National Avenue, then an immediate right at the lights onto 28th Street. Drive up 28th Street one block and you will see the school. Park in the parking lot on the Northeast corner of 28th and Logan Avenue, behind the Barrio Logan Public Library.

Check in at the main office on campus. There will be some students waiting for you to walk you over to the classroom.

If you have any questions or need me to have any special equipment or supplies ready, please feel free to call. Thank you for your efforts and I look forward to meeting you on March 5.

Sincerely yours,

Danette M. Paz, Teacher
619/454-6145 home
619/233-8719 vms # 680

SDSU

Office of the President
San Diego State University
5500 Campanile Drive
San Diego CA 92182-1690

(619) 594-5203

January 17, 1997

Ms. Teresa Cisneros Donahue, Dual Degree Coordinator
College of Arts and Letters
San Diego State University
CAMPUS

Dear Teresa:

On behalf of myself, my peers, the directors of the American Council on Education Fellows Program in Washington, D.C. and President Weber, our campus host, I wish to again thank you for your excellent presentation along with Al Branan's about the MEXUS Program for *SDSU: Crossroads of the World ACE Regional Seminar*. The seminar provided SDSU with an opportunity to showcase our commitment to International Education by featuring our administrators, faculty, staff, and students as well as perspectives from the CSU and beyond.

The international luncheon with the ITC Latin American coordinators and the visits to the Mexican universities in Baja California provided a unique touch of "real world experiential learning" for the Fellows. By the same token, the seminar was also a vehicle for SDSU to enhance its public relations outreach to nations abroad. Our visits served as a bridge toward furthering SDSU's opportunities for joint research, faculty and student exchanges, and dual degree programs, among other possibilities.

All the responses and feedback I have received to date have been exceptionally positive. The breakfast meeting with the MEXUS students at Cetys University in Tijuana was one of the highlights of the entire seminar. It was apparent that the eighteen students present mesmerized the Fellows with the articulate and lively discussion of their experiences. Your willingness to contribute your time and energy is reflective of the team spirit and institutional commitment that distinguishes SDSU from other universities and makes it such a fine place to work and study! Thank you from us all!

Sincerely,

Sheryl L. Santos, Ph.D.
ACE Fellow

xc: Dr. Stephen L. Weber, President, SDSU
Dr. Marlene Ross, Director, ACE Fellows Program
Dr. Paul J. Strand, Dean, College of Arts and Letters

AMERICAN COUNCIL ON EDUCATION
ACE Fellows Program

January 24, 1997

Dr. Alvord Brannan
Director, Center for International Business
Education Research
San Diego State University
San Diego, CA 92182-0419

Dear Dr. Brannan:

On behalf of the American Council on Education (ACE), thank you for spending time with the 1996-97 ACE Fellows during our visit to your campus. We all enjoyed our time with you and your colleagues. It was very interesting to learn about many of the programs that are internationalizing San Diego State University.

We are very impressed with the MEXUS Program! The information presented by you and Teresa Cisneros Donahue will hopefully serve as a model for other international degree programs. The benefits of this unique educational opportunity were exemplified by the incredible students we met.

Thank you again for sharing your insights and experience with us. We look forward to working with you again.

Sincerely,

Marlene Ross
Marlene Ross
Director

Maggie Margiotta
Maggie Margiotta
Coordinator

One Dupont Circle NW, Suite 800 • Washington DC 20036-1193 • TEL (202) 939-9420 • FAX (202) 785-8056
Internet: fellows@ace.nche.edu

AMERICAN COUNCIL ON EDUCATION
ACE Fellows Program

January 24, 1997

Ms. Teresa Cisneros Donahue
Dual Degree Coordinator
MEXUS Program
College of Arts and Letters
San Diego State University-BAM 427
5500 Campanile Drive
San Diego, CA 92182-7734

Dear Ms. Donahue:

On behalf of the American Council on Education (ACE), thank you for spending time with the 1996-97 ACE Fellows during our visit to your campus. We all enjoyed our time with you and your colleagues. It was very interesting to learn about many of the programs that are internationalizing San Diego State University.

We are very impressed with the MEXUS Program! The information presented by you and Dr. Alvord Brannan will hopefully serve as a model for other international degree programs. The benefits of this unique educational opportunity were exemplified by the incredible students we met. We valued our time with such poised and professional young people.

As discussed, your program materials have been sent to George Sill, Director of International Recruitment, Arthur Andersen, 1666 K Street, NW, Washington, DC 20006-2873. We hope this will lead to a mutually beneficial relationship.

Thank you again for sharing your insights and experience with us. We look forward to working with you again.

Sincerely,

Marlene Ross
Marlene Ross
Director

Maggie Margiotta
Maggie Margiotta
Coordinator

One Dupont Circle NW, Suite 800 • Washington DC 20036-1193 • TEL (202) 939-9420 • FAX (202) 785-8056
Internet: fellows@ace.nche.edu

Part S.

Chapter Twelve of the North American Free Trade Agreement (NAFTA)

September 15, 1992

Chapter Twelve

Cross-Border Trade in Services

Article 1201: Scope and Coverage

1. This Chapter applies to measures adopted or maintained by a Party relating to cross-border trade in services by service providers of another Party, including measures respecting:

    (a) the production, distribution, marketing, sale and delivery of a service;

    (b) the purchase, payment or use of a service;

    (c) the access to and use of distribution and transportation systems in connection with the provision of a service;

    (d) the presence in its territory of a service provider of another Party; and

    (e) the provision of a bond or other form of financial security as a condition for the provision of a service.

2. This Chapter does not apply to:

    (a) financial services, as defined in Chapter Fourteen (Financial Services);

    (b) services associated with energy and basic petrochemical goods to the extent provided in Chapter Six (Energy and Basic Petrochemicals); and

    (c) air services, including domestic and international air transportation, whether scheduled or non-scheduled, and related activities in support of air services, other than:

        (i) aircraft repair and maintenance services during which an aircraft is withdrawn from service, and

        (ii) specialty air services.

3. Nothing in this Chapter shall be construed to:

(a) impose any obligation on a Party with respect to a national of another Party seeking access to its employment market, or employed on a permanent basis in its territory, or to confer any right on that national with respect to such access or employment;

(b) impose any obligation or confer any right on a Party with respect to any procurement by a Party or a state enterprise;

(c) impose any obligation or confer any right on a Party with respect to subsidies and grants, including government-supported loans, guarantees and insurance provided by a Party or a state enterprise; or

(d) prevent a Party from providing a service or performing a function, such as law enforcement, correctional services, income security or insurance, social security or insurance, social welfare, public education, public training, health and child care, in a manner that is not inconsistent with this Chapter.

Article 1202: National Treatment

1. Each Party shall accord to service providers of another Party treatment no less favorable than that it accords, in like circumstances, to its own service providers.

2. The treatment accorded by a Party under paragraph 1 means, with respect to a state or province treatment no less favorable than the most favorable treatment accorded, in like circumstances, by such state or province to service providers of the Party of it forms a part.

Article 1203: Most-Favored-Nation Treatment

Each Party shall accord to service providers of another Party treatment no less favorable than that it accords, in like circumstances, to service providers of another Party or of a non-Party.

Article 1204: Non-Discriminatory Treatment

Each Party shall accord to service providers of another Party the better of the treatment required by Articles 1202 and 1203.

Article 1205: Local Presence

A Party shall not require a service provider of another Party to establish or maintain a representative office, branch or any form of enterprise, or to be resident, in its territory as a condition for the cross-border provision of a service.

Article 1206: Reservations

1. Articles 1202, 1203 and 1205 do not apply to:

   (a) any existing non-conforming measure that is maintained by:

      (i) a Party at the federal level, as described in its Schedule to Annex I,

      (ii) a state or province, for two years after the date of entry into force of this Agreement, and thereafter as described by a Party in its Schedule to Annex I, or

      (iii) a local government;

   (b) the continuation or prompt renewal of any non-conforming measure referred to in subparagraph (a); or

   (c) an amendment to any non-conforming measure referred to in subparagraph (a) to the extent that the amendment does not decrease the conformity of the measure, as it existed immediately before the amendment, with Articles 1202, 1203 and 1205.

2. A Party shall have two years from the date of entry into force of this Agreement to describe in its Schedule to Annex I any existing non-conforming measure maintained by a state or province.

3. A Party shall not be required to describe in its Schedule to Annex I any existing non-conforming measure that is maintained by a local government.

4. To the extent indicated by a Party in its Schedule to Annex II, Articles 1202, 1203 and 1205 do not apply to any measure adopted or maintained by a Party with respect to the sectors, subsectors or activities described therein.

Article 1207: Quantitative Restrictions

1. The Parties shall periodically, but in any event at least every two years, endeavor to negotiate the liberalization or removal of:

(a) any existing quantitative restrictions maintained by

(i) a Party at the federal level, as described in its Schedule to Annex V, or

(ii) a state or province, as described by a Party in its Schedule to Annex V; and

(b) any quantitative restriction adopted by a Party after the date of entry into force of this Agreement.

2. Each Party shall have one year from the date of entry into force of this Agreement to describe in its Schedule to Annex V any quantitative restriction maintained by a state or province.

3. Each Party shall notify the other Parties of any quantitative restriction that it adopts or amends after the date of entry into force of this Agreement and shall describe any such quantitative restriction in its Schedule to Annex V.

4. A Party shall not be required to describe in its Schedule to Annex V, or to notify, any quantitative restriction adopted or maintained by a local government.

Article 1208: Liberalization of Non-Discriminatory Measures

Each Party shall describe in its Schedule to Annex VI commitments to liberalize quantitative restrictions, licensing requirements, performance requirements or other non-discriminatory measures relating to the cross-border provision of a service.

Article 1209: Procedures

The Commission shall establish procedures for:

(a) the notification and description by a Party of

  (i) state or provincial measures that it intends to describe in its Schedule to Annex I pursuant to Article 1206(2),

  (ii) quantitative restrictions that it intends to describe in it Schedule to Annex V pursuant to Article 1207(2),

  (iii) commitments that it intends to describe in its Schedule to Annex VI pursuant to Article 1208, and

  (iv) amendments of measures in accordance with Article 1206(1)(c); and

(b) consultations between Parties with a view to removing any state or provincial measure described by a Party in its Schedule to Annex I after the date of entry into force of this Agreement.

Article 1210: Licensing and Certification

1. With a view to ensuring that any measure adopted or maintained by a Party relating to the licensing and certification of nationals of another Party does not constitute an unnecessary barrier to trade, each Party shall endeavor to ensure that any such measure:

(a) is based on objective and transparent criteria, such as competence and the ability to provide a service;

(b) is not more burdensome than necessary to ensure the quality of a service; and

(c) does not constitute a restriction on the cross-border provision of a service.

2. Notwithstanding Article 1203, a Party shall not be required to extend to a service provider of another Party the benefits of recognition of education, experience, licenses or

certifications obtained in another country, whether such recognition was accorded unilaterally or by arrangement or agreement with that other country. The Party according such recognition shall afford any interested Party an adequate opportunity to demonstrate that education, experience, licenses or certifications obtained in that other Party's territory should also be recognized or to negotiate and enter into an agreement or arrangement of comparable effect.

3. Two years after the date of entry into force of this Agreement, a Party shall eliminate any citizenship or permanent residency requirement for the licensing and certification of professional service providers in its territory. Where a Party does not comply with this provision with respect to a particular sector, any other Party may maintain an equivalent requirement or reinstate any such requirement eliminated pursuant to this Article, only in the affected sector, for such period as the non-complying Party retains the requirement.

4. The Parties shall consult periodically with a view to determining the feasibility of removing any remaining citizenship or permanent residency requirement for the licensing and certification of nationals of the other Parties.

5. Each Party shall implement the provisions of Annex 1210.

Article 1211: Denial of Benefits

1. A Party may deny the benefits of this Chapter to a service provider of another Party where the Party establishes that:

(a) such service is being provided by an enterprise owned or controlled by nationals of a non-Party, and

  (i) the denying Party does not maintain diplomatic relations with the non-Party, or

  (ii) the denying Party has imposed measures against the non-Party that prohibit transactions with such enterprise or that would be violated or circumvented by the activities of such enterprise; and

(b) with respect to the cross-border provision of a transportation service covered by this Chapter, the service is provided using equipment not registered by any Party.

2. Subject to prior notification and consultation in accordance with Articles 1803 (Notification and Provision of Information) and 2006 (Consultations), respectively, a Party may deny the benefits of this Chapter to a service provider of another Party where the Party establishes that such service is being provided by an enterprise of another Party that is owned or controlled by persons of a non-Party and that has no substantial business activities in the territory of any Party.

3. The Party denying benefits pursuant to paragraph 1 or 2 shall have the burden of establishing that such action is in accordance with such paragraph.

Article 1212: Sectoral Annex

Each Party shall comply with Annex 1212.

Article 1213: Definitions

1. For purposes of this Chapter, a reference to a federal, state or provincial government includes any non-governmental body in the exercise of any regulatory, administrative or other governmental authority delegated to it by such government.

2. For purposes of this Chapter:

cross-border trade in services or **cross-border provision of a service** means the provision of a service:

(a) from the territory of a Party into the territory of another Party;

(b) in the territory of a Party by a person of that Party to a person of another Party; or

(c) by a person of a Party in the territory of another Party,

but does not include the provision of a service in the territory of a Party by an investment, as defined in Article 1138 (Investment - Definitions), in that territory;

enterprise means "enterprise" as defined in Article 201, except that it shall also include a branch;

enterprise of a Party means an enterprise constituted or organized under the laws and regulations of a Party, including a branch;

professional services means services, the provision of which requires specialized post-secondary education, or equivalent training or experience, and for which the right to practice is granted or restricted by measures adopted or maintained by a Party, but does not include services provided by trades-persons and vessel and aircraft crew members;

quantitative restriction means a non-discriminatory measure that imposes limitations on:

(a) the number of service providers, whether in the form of a numerical quota, monopoly or a requirement for an economic needs test or by any other quantitative means; or

(b) the operations of any service provider, whether in the form of a quota or the requirement of an economic needs test or by any other quantitative means;

service provider of a Party means a person of a Party that provides a service; and

specialty air services means aerial mapping, aerial surveying, aerial photography, forest fire management, fire fighting, aerial advertising, glider towing, parachute jumping, aerial construction, heli-logging, aerial sightseeing, flight training, aerial inspection and surveillance and aerial spraying services.

September 15, 1992

ANNEX 1210

Professional Services

Section A - General Provisions

Scope and Coverage

1. This Annex applies to measures adopted or maintained by a Party relating to the licensing and certification of professional service providers.

Processing of Applications for Licenses and Certification

2. Each Party shall ensure that its competent authorities, within a reasonable period after the submission of an application for licensing or certifications by a national of another Party:

(a) where the application is complete, make a determination on the application, and inform the applicant of that determination; or

(b) where the application is not complete, inform the applicant without undue delay of the status of the application and the additional information that is required under its domestic law.

Development of Mutually Acceptable Professional Standards and Criteria

3. The Parties shall encourage the relevant bodies in their respective territories to develop mutually acceptable professional standards and criteria for licensing and certification of professional service providers and to provide recommendations on mutual recognition to the Commission.

4. Such standards and criteria may be developed with regard to the following matters:

(a) **education** - accreditation of schools or academic programs where professional service providers obtain formal education;

(b) **examinations** - qualifying examinations for the purpose of licensing professional service providers, including alternative methods of assessment such as oral examinations and interviews;

(c) **experience** - length and nature of experience required for a professional service provider to be licensed;

(d) **conduct and ethics** - standards of professional conduct and the nature of disciplinary action for non-conformity with those standards by professional service providers;

(e) **professional development and re-certification** - continuing education for professional service providers, and ongoing requirements to maintain professional certification;

(f) **scope of practice** - extent of, or limitations on, field of permissible activities of professional services providers;

(g) **territory-specific knowledge** - requirements for knowledge by professional service providers of such matters as local laws, regulations, language, geography or climate; and

(h) **consumer protection** - alternatives to residency, including bonding, professional liability insurance and client restitution funds to provide for the protection of consumers of professional services.

5. Upon receipt of the recommendations of the relevant bodies, the Commission shall review the recommendations within a reasonable period to determine whether they are consistent with this Agreement.

6. Based upon the Commission's review, the Parties shall encourage their respective competent authorities, where appropriate, to adopt those recommendations within a mutually agreed period.

Temporary Licensing

7. Where the Parties agree, each Party shall encourage the relevant bodies in its territory to develop procedures for temporary licensing of professional service providers of another Party.

Review

8. The Commission shall periodically, and at least once every three years, review progress in the implementation of this Annex.

Section B - Foreign Legal Consultants

1. In implementing its commitments regarding foreign legal consultants, set out in its Schedules to Annexes I and VI in accordance with Article 1206 and 1208, each Party shall ensure, subject to its reservations set out in its Schedules to Annexes I and II in accordance with Article 1206, that a foreign legal consultant is permitted to practice or advise on the law of the country in which such consultant is authorized to practice as a lawyer.

Consultations With Relevant Professional Bodies

2. Each Party shall undertake consultations with its relevant professional bodies for the purpose of obtaining their recommendations on:

(a) the forms of association and partnership between lawyers authorized to practice in its territory and foreign legal consultants;

(b) the development of standards and criteria for the authorization of foreign legal consultants in conformity with Article 1210; and

(c) any other issues related to the provision of foreign legal consultancy services.

3. Each Party shall encourage its relevant professional bodies to meet with the relevant professional bodies designated by each of the other Parties to exchange views regarding the development of joint recommendations on the issues described in paragraph 2 prior to initiation of consultations under that paragraph.

Future Liberalization

4. Each Party shall establish a work program aimed at developing common procedures throughout its territory for the licensing and certification of lawyers licensed in the territory of another Party as foreign legal consultants.

5. With a view to meeting this objective, each Party shall, upon receipt of the recommendations of the relevant professional bodies, encourage its competent authorities to bring applicable measures into conformity with such recommendations.

6. Each Party shall report to the Commission within one year after the date of entry into force of this Agreement, and each year thereafter, on progress achieved in implementing the work program.

7. The Parties shall meet within one year from the date of entry into force of the this Agreement with a view to:

(a) assessing the work that has been done under paragraphs 2 through 6;

(b) as appropriate, amending or removing the remaining reservations on foreign legal consultancy services; and

(c) determining any future work that might be appropriate relating to foreign legal consultancy services.

Section C - Temporary Licensing of Engineers

1. The Parties shall meet within one year after the date of entry into force of this Agreement to establish a work program to be undertaken by each Party, in conjunction with relevant professional bodies specified by that Party, to provide for the temporary licensing in its territory of engineers licensed in the territory of another Party.

2. With a view to meeting this objective, each Party shall undertake consultations with its relevant professional bodies for the purpose of obtaining their recommendations on:

(a) the development of procedures for the temporary licensing of engineers licensed in the territory of another Party to permit them to practice their engineering specialties in each jurisdiction in its territory that regulates engineers;

(b) the development of model procedures, in conformity with Article 1210 and Section A of this Annex, for adoption by the competent authorities throughout its territory to facilitate the temporary licensing of engineers;

(c) the engineering specialties to which priority should be given in developing temporary licensing procedures; and

(d) any other issues relating to the temporary licensing of engineers identified by the Party through its consultations with the relevant professional bodies.

3. The relevant professional bodies shall be requested to make recommendations on the matters specified in paragraph 2 to their respective Parties within two years after the date of date of entry into force of this Agreement.

4. Each Party shall encourage its relevant professional bodies to meet at the earliest opportunity with the relevant professional bodies of the other Parties with a view to cooperating in the expeditious development of joint recommendations on matters specified in paragraph 2. The relevant professional bodies shall be encouraged to develop such recommendations within two years after the date of entry into force of this Agreement. Each Party shall request an annual report from its relevant professional bodies on the progress achieved in developing such recommendations.

5. Upon receipt of the recommendations described in paragraphs 3 and 4, the Parties shall review them to ensure their consistency with the provisions of the Agreement and, if consistent, encourage their respective competent authorities to implement such recommendations within one year.

6. Pursuant to paragraph 5 of Section A, within two years after the date of entry into force of this Agreement, the Commission shall review progress made in implementing the objectives set out in this Section.

7. Appendix 1210-C shall apply to engineering specialties.

ANNEX 1212

Land Transportation

Contact Points for Land Transportation Services

1. Further to Article 1801 (Contact Points), each Party shall designate contact points to provide information relating to land transportation services published by that Party on operating authority, safety requirements, taxation, data and studies and technology, as well as assistance in contacting its relevant government agencies.

Review Process for Land Transportation Services

2. The Commission shall, during the fifth year after the date of entry into force of this Agreement and thereafter during every second year of the period of liberalization for bus and truck transportation set out in the Schedule of each Party to Annex I of this Chapter, receive and consider a report from the Parties that assesses progress respecting such liberalization, including:

(a) the effectiveness of such liberalization;

(b) specific problems for, or unanticipated effects on, each Party's bus and truck transportation industry arising from such liberalization; and

(c) modifications to such period of liberalization.

The Commission shall endeavor to resolve in a mutually satisfactory manner any matter arising from its consideration of such reports.

3. The Parties shall consult, no later than seven years after the date of entry into force of this Agreement, to determine the possibilities for further liberalization commitments.

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Appendix 1210 - C

Civil Engineers

Mexico will undertake the commitments of this Section only with respect to civil engineers ("ingenieros civiles").